REPORT RESUMES

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UTILIZATION OF APPLICABLE RESEARCH AND DEMONSTRATION RESULTS.
FINAL REPORT.

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THE HUMAN INTERACTION RESEARCH INSTITUTE STUDIED FACTORS IMPEDING AND FACILITATING THE SPREAD OF INNOVATION IN VOCATIONAL REHABILITATION. THEY STUDIED THE COMMUNICATIVE, ORGANIZATIONAL, AND ATTITUDINAL BARRIERS KEEPING MANY REHABILITATION AGENCIES FROM DEVELOPING THEIR OWN INNOVATIONS OR FROM ADOPTING THOSE OF OTHERS. TWO STRATEGIES TO SURMOUNT THESE BARRIERS WERE DEVELOPED, EXPERIMENTALLY APPLIED, AND THEN EVALUATED. ONE INVOLVED THE DEVELOPMENT OF NEW INFORMATION DISSEMINATING TECHNIQUES ABOUT A SUCCESSFUL, INNOVATIVE DEMONSTRATION PROJECT TO POTENTIAL USERS. THE OTHER WAS THE USE OF PSYCHOLOGICAL CONSULTATION WITH THE MANAGEMENT STAFFS OF FIVE WORKSHOPS WHICH COULD BE CONSIDERED AS POTENTIAL USERS OF SOME ASPECTS OF THE DEMONSTRATION PROJECT. BOTH THE NONTECHNICAL BOOKLET AND THE CONFERENCE PROVED TO BE EFFECTIVE IN COMMUNICATING THE RESULTS OF RESEARCH AND IN STIMULATING OTHERS TO USE SOME OF THE DEMONSTRATED METHODS REPORTED TO BE EFFECTIVE. EVIDENCE INDICATED THAT CONSULTED AGENCIES TENDED TO EXPLORE NEW WAYS OF ATTAINING GOALS AND REACHED OUT MORE RECEPTIVELY FOR RESEARCH, DEMONSTRATION, AND INNOVATIONS DEVELOPED BY OTHERS THAN DID THE COMPARABLE CONTROL AGENCIES. STRATEGIES FOR OVERCOMING THE BARRIERS TO INNOVATION WERE PRESENTED AS AN OUTGROWTH OF THE FINDINGS. (RL)

Utilization of Applicable Research and Demonstration Results

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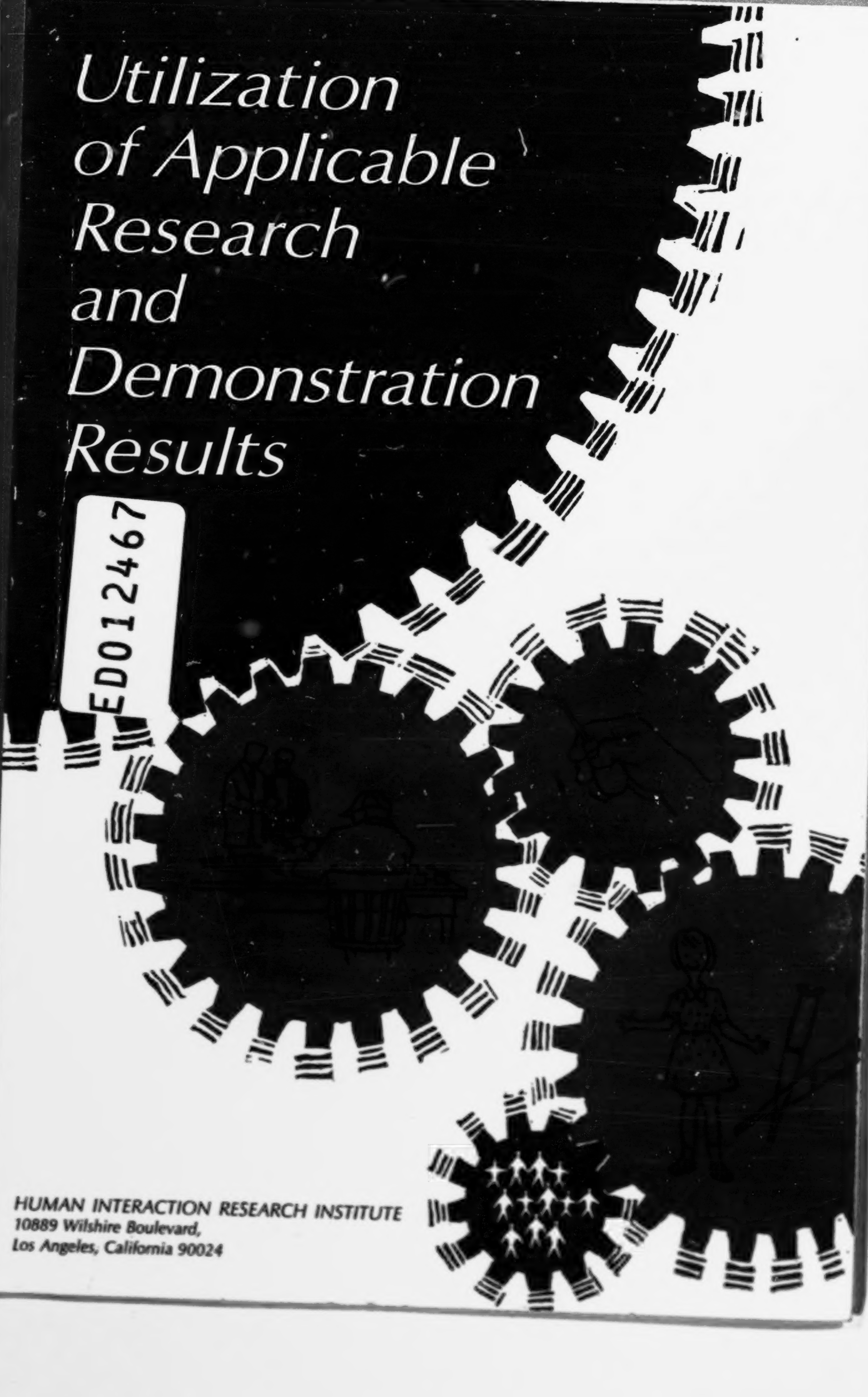

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THE UTILIZATION LESSONS FROM THIS STUDY

- Formidable barriers impede the application of rehabilitation knowledge. Some are barriers of communication which keep knowledge from those persons or organizations which might put it to use. Some are attitudinal barriers which prevent persons from seeing that the knowledge which they have is actually applicable to their own work.

- Of the communication methods tried in this study—an improved written report, a conference combined with a site visit to the innovative demonstration, and a visit from a staff member of an innovating agency to other agencies—the conference was by far the most persuasive and the most effective in stimulating innovation and adoption of innovation.

- Written reports can activate thinking, arouse interest, and make the user more receptive even if they do not directly lead to adoption of an innovation. They can be made more physically appealing by attention to good graphic design, format and layout. They can be made easier to digest by rigorous editing and cogent summaries. They can be made more persuasive if they include invited comments and evaluations from independent authorities in the field.

- Conferences are most effective if those who attend are there to teach as well as to learn, to speak as well as to listen. Contributions need to come from all if all are to go away able to use what they have heard from others. A site visit to a demonstration can be an excellent adjunct to a conference since it puts solid sensory flesh on the bones of verbal description.

- Psychological consultation to rehabilitation management can be an aid to innovation when it enables the agency to communicate within itself and to communicate with others outside. A strategy analogous to the county agent in agriculture can be tried in vocational rehabilitation with designated rehabilitation agents from government working with field facilities, perhaps in conjunction with a psychologically trained consultant. Varied kinds of consultation from behavioral scientists and practitioners as well as from clients can foster innovation by piercing the provinciality of the small agency and by encouraging independence in sectors of the large agency.

- Government-sponsored periodic reviews of the state of the rehabilitation art in various subject areas or disability categories can bring new developments to the attention of all workers in the field.

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Utilization of Applicable Research and Demonstration Results

FINAL REPORT
to Vocational Rehabilitation Administration
Department of Health, Education and Welfare
Project RD-1263-G
March 1967 Edition

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Commentaries

COMMENTARY BY R. LOUIS BRIGHT

Associate Commissioner for Research
Office of Education
Department of Health, Education and Welfare

Through investigation of the strategies for overcoming barriers to innovation in vocational rehabilitation, this study touches upon one of the major challenges to the entire educational enterprise—systematic improvement of programs and practices through the utilization of applicable research results.

* * * * *

COMMENTARY BY HOWARD R. DAVIS

Chief, Applied Research Branch
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The knowledge presented in this project report is, in my personal opinion, expressed in clear style, it is to the point, and it is soundly derived. Above all, it is knowledge that can be used toward solving a critical and growing problem: how to span the abyss between the discovery of a "better way" and the assimilation into practice of that better way. The relevance of the report material to needs in the area of vocational rehabilitation is apparent. But its value, like the problem it helps solve, extends into other human service programs. One can hardly name a program area in which the production of research findings does not vastly outstrip the consumption in practice of such findings.

Practical help will be found in this report in both the development of improved services and in the rendering of project endeavors more impactful. The program person will find the analysis of organizational barriers to change useful. The information is not limited abstract theory, but extends to concrete, manipulable circumstances. The person responsible for maximizing the implementation of project findings will find that continued consultation with potential users helps in certain respects, that conferences promote the adoption of findings, and that appropriately prepared publications can significantly increase the likelihood of utilization. It is refreshing, if not too surprising, to learn that the traditional pattern of project reporting — jargon encased in austere format — probably excludes from program consideration many findings of good worth. By contrast, reports that are focused toward known problems, that arrest attention by virtue of format, and which are succinct do successfully compete for the regard of the program planner. I would infer from the project findings that a still further determinant of change exists, one which was not specifically treated. It is the influence of the very interest in change through the use of the findings of the Tacoma Goodwill project. To what extent might such "reinforcement" be exploited deliberately in promoting the adoption of research-produced innovations?

This project not only *studied* the factors that make project results utilizable; it showed them. Implementation doesn't follow the termination of a project. It begins with the planning of a project. In this case the planners clearly defined the parameters of a critical problem, and they became intimate with them. They viewed the problem through the eyes of those accountable for its solution. They sought and tested solutions that would be feasible for the accountable persons to apply. The results were interpreted and applications were suggested in concrete, practicable terms.

The report will provide sound encouragement to those who are concerned with increasing the effectiveness of service programs through the utilization of research and demonstration results.

* * * * *

COMMENTARY BY WILLIAM M. USDANE

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Despite Graham Wallas' concern that methodology is a constant preparation for a journey that never takes place, the majority of projects supported by the Vocational Rehabilitation Administration's Research and Demonstration program have been completed and include a Final Report. Since its inception in 1954, *the program* has developed new knowledge and new techniques, and validated already existing methods and techniques of rehabilitation in order to improve and extend services to disabled people. To date, approximately 2,300 applications have been submitted, and about 50 per cent or 1,200 have been approved.

In the fast-growing field of rehabilitation, however, the requirements of a society in evolution have caused practice to run in advance of research. Many of the underlying hypothetical approaches remain untested, and applied methods seem to have been established with little question and less critique. The state of the art of vocational rehabilitation is not only difficult to *define* but in reality is nowhere totally contained and assessed.

As a result, many rehabilitation facilities, to paraphrase Secretary John W. Gardner of the Department of Health, Education and Welfare, may soon experience crisis due to their failure to renew themselves.

Unless there is utilization of applicable research and demonstration results, innovation cannot occur, agencies will continue outmoded practices, and organizational and attitudinal barriers will remain to be discussed at national meetings with a hidden agenda geared primarily to non-resolution. Rehabilitation facilities need more than workshop expansion, technical consultation, and personnel additions, to name the most readily acceptable substitutes for innovation and the acceptance of new knowledge and new techniques. There is desperate need for examination and analysis of administration, board membership, and community relationships of a rehabilitation facility as clearly presented by the Human Interaction Research Institute in their unusually frank and well-tested research and demonstration project. While the types of strategies utilized in a few agencies established the positive impact of psychological consultation, there are still many rehabilitation facilities which continue in communities as nominally successful with the

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severely disabled despite strongly entrenched barriers to adopting the successful innovations of others.

The adoption of certain successful Vocational Rehabilitation Administration demonstration projects as Selected Demonstrations, and replicated throughout the country between 1958-1966 provided an opportunity for many facilities to obtain support for innovation. Provision for the support of research personnel in State and voluntary agencies is another spur to prod facilities toward innovative thinking.

Dissemination and distribution of Final Reports can also, in part, accomplish acceptance of new techniques. In many instances, redistribution of Reports has occurred but, as this project points out, acceptance of new techniques cannot be attributed solely to the receipt of every Final Report accomplished by a completed project. The new enabling legislation in Public Law 333 established a new Data Processing and Information Center as well as an Intramural Research Program. Neither, however, can overcome the barriers described in this report.

The new age of dissent and the accomplishment of minority groups representing primarily the socioeconomically disadvantaged may eventually press the emotionally ill and physically handicapped to demand from all rehabilitation facilities the existing innovations and new techniques which are rightfully theirs.

Abstract

This has been a research and demonstration project, in which the Human Interaction Research Institute studied the factors which impede and those which facilitate the spread of innovation in the vocational rehabilitation field. We identified the communication, organizational and attitudinal barriers which keep many rehabilitation agencies from developing their own innovations or from adopting those of others. Two strategies aimed at surmounting these barriers were developed and applied experimentally, then were evaluated. One was the development of new techniques for disseminating information about a successful, innovative demonstration project to potential users. The other was the use of psychological consultation with the management staff of five sheltered workshops which could be considered as potential users of at least some aspects of the demonstration project.

In testing our hypotheses concerning the role of several types of communication in stimulating the utilization of research findings, we prepared a brief readable booklet (Appendix A) describing a significant rehabilitation demonstration project; held a conference to facilitate an interchange of points of view and experiences related to that project; and sent an experienced spokesman for the demonstration project to provide on-site consultation to potential user agencies.

It was found that both the non-technical booklet and the conference served as effective means of communicating the results of research and of stimulating others to use some of the demonstrated methods which were reported to be effective.

In the study involving the use of psychological consultation with the management staff of five workshops, we found evidence that consulted agencies showed more improvement than did comparable control agencies without consultation. The consulted agencies tended to become more open to exploring new ways of attaining their goals and reached out more receptively for research, demonstration and innovations developed by others.

Strategies for overcoming the barriers to innovation were presented as an outgrowth of our findings.

Acknowledgements

We have had a happy relationship with VRA in the course of this three-year study. The VRA staff have been helpful in substance with their constructive criticisms and suggestions whenever we have requested them . . . as well as with their financial support.

Messrs. Warren Thompson, Andrew Marrin, Donald Blyth and Dr. Nathan Nelson from the California DVR, and Mr. E. M. Oliver and staff from the Washington DVR have provided much appreciated assistance and facilitation at several points during the project.

We owe a large debt of gratitude to all the rehabilitation agencies which responded to our questionnaires as well as to those who were willing to serve as experimental and control groups in connection with the consultation part of our project. We owe a particular debt to Tacoma Goodwill Industries; to its Executive Director, Mr. James J. Szenas; its former Executive Director, Mr. William Campbell, under whose leadership Project #308 was started; and to Miss Alice J. Elart. Similarly, we are grateful to Rev. Marion Smith and Mr. William Wiegers of Portland Goodwill Industries.

Professors Joseph Stubbins and Bernard Somers of California State College at Los Angeles have helped with wise professional counsel and editorial criticism.

Miss Molly Lewin, our editorial consultant, has been a priceless critic and helper with the writing of our reports. To Mr. Robert W. Wheeler go our special thanks and deep appreciation for cover design and typography. And our own HIRI office staff, Mrs. Louise Vorhaus and Miss Kathalee Garrison, have been cheerful colleagues and insightful participants in the laborious albeit stimulating process of producing this manuscript.

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CHAPTER I

Introduction

The Problems

"Crescat scientia, Vita excolatur" reads the motto on the seal of the University of Chicago: Let knowledge grow that life may be enriched. Yet, as our knowledge grows our life is not automaticaly enriched by it. If knowledge is indeed to enhance our existence individually and collectively, that knowledge must reach the people who need it in a form which they can put to use. Putting what is known (and validated) to use is, indeed, the problem of our age.

The attitudes and actions of men put a limit to the adoption of even physical technologies of worth, to say nothing of those with social components. The world faces a population crisis not because we lack the physical techniques to control conception, but rather because we cannot bring enough people to accept these techniques. It is deplorable that man has come so far but still faces so many overwhelming social, economic, and interpersonal difficulties. The resistances we often encounter in getting people to adopt tested types of beneficial change (e.g., the boiling of contaminated drinking water in some places) exemplify the defects and limitations in our behavioral science knowledge. When the innovative technologies are not physical one, but call for new ways of behaving, the obstacles to the application of this knowledge are even greater.

Putting knowledge to use, then, is our problem. And we want particularly to investigate the barriers to the spread of social technologies and the pathways which can be used to go around these barriers.

Although the discrepancy between knowledge and its utilization characterizes many fields of endeavor, concern about it has been articulately expressed by the Vocational Rehabilitation Administration. The interest they share with us for the problem and their support of its investigation have enabled us to make this study of methods for facilitating the utilization of research. We have used agencies or facilities in the field of vocational rehabilitation as our particular focus.

Miss Mary E. Switzer (28), Commissioner, Vocational Rehabilitation Administration, stated the fundamental concern underlying this project when she wrote:

> The study of the handicapping effects of various disabilities — the way they develop, what causes them and how to cope with them — is basic to advancing the rehabilitation program. But the knowledge gained from such studies produces results only if it is appropriately used in the rehabilitation of the disabled individual. The time has arrived to apply the new knowledge that is becoming available, if the benefits of research, are to reach the people who need them.

Dr. R. L. Bright (5), Associate Commissioner of Education and Director of the Bureau of Research, also has indicated the main focus of this project:

> Over the last few years there has been a tremendous amount of excellent research performed in the field of education. But the basic problem remains — how to put this new knowledge to use where it is needed in our education system. That is the real challenge today . . . One of the biggest tasks facing our education system is getting the most out of the many research programs that are going on.
>
> . . . if research is to be valuable, it must be usable. Now this should be considered not only at the conclusion of a research project but before the project is initiated. And it should be considered all along the line. In any type of applied research . . . one of the opening questions should ask what obstacles must be overcome to put the results of the investigation to good use.

In our study, questions such as the following were raised: What are the forces which facilitate and those which impede the spread of innovation? How can we move from the stage of the discovery of new knowledge to the stage of appropriate adoption in practice? What are some effective strategies for getting innovations disseminated to and adopted by potential users? The ensuing report will present data and conclusions which throw light on these questions.

The Aims

In the initial proposal to VRA we stated four aims to govern this study and demonstration. In the course of the project these aims were developed and carried out in some ways not originally foreseen. The aims were:

1. To study the processes by which innovations are introduced, disseminated, and utilized in the vocational rehabilitation field.
2. To identify the forces which contribute to the time lag in the adoption of innovative rehabilitation procedures which have been shown to be effective.
3. To develop, apply, and evaluate methods for stimulating rehabilitation agencies to make more frequent use of knowledge gained from research or demonstration projects. (This led to a demonstration study of the relative efficacy of certain methods of communication as means of disseminating useful innovations.)
4. To study whether one type of consultation with the management of rehabilitation agencies will promote self-challenge and search for innovative improvement, including the adoption of pertinent methods demonstrated in other rehabilitation facilities. As the research progressed it became a major aim of the project to determine whether consultation would lead to the increased receptiveness of organizations to constructive change originating from within as well as from without.

The Literature

The literature on research utilization per se is small, but related literature on innovation and the planning of change is extensive. Two of our own group (Watson and Glaser, 32), drawing on this change literature and on their own experience in the present study and elsewhere, present a discussion of ways of bringing about changes in organizations. A comprehensive scholarly review of the present status of innovation research is given by H. S. Bhola (4).

There is a substantial body of research on the conditions which lead to innovation — a new idea, a new insight, an invention. This is the focus of Barnett's (2) book which surveys innovations in a variety of cultures.

Our problem, however, is not how innovations come about but the factors which bear upon whether they are put to use. Our problem is to learn why, in the words of the French sociologist Gabriel Tarde

(29), ". . . given one hundred different innovations conceived of at the same time, . . . ten will spread abroad while ninety will be forgotten."

Clark (6) has conceived of social change as composed of five different activities: research, development, dissemination, demonstration, and implementation. Each of these activities has a different objective and each needs to be judged by its own criteria. Research, for example, aims to advance knowledge and is judged by the validity of its conclusions, while demonstration aims to increase conviction and is judged by the credibility of what it shows. In this study we are concerned with the dissemination and implementation activities Clark describes: how the principles which have been found, developed, and demonstrated are brought to the attention of prospective users and incorporated into their operations.

Kurt Lewin (15) has described a three-phase process in the course of bringing about change: (a) unfreeze the present situation; (b) move to a new condition; (c) refreeze. This is based on the assumption that people change either to improve their present condition or to avoid a worse one. The unfreezing involves a creation of dissatisfaction with the present. Movement to a new condition is accomplished through inducement or reward. Refreezing involves the establishment of new norms after a new type of behavior has been reached.

The unfreezing process is illustrated by Moore (20), in his discussion of innovation in education. Moore cites such internal factors as dissatisfaction with current practices and desire for attention, and such external factors as crisis situations (serious increase in dropouts, overcrowding, sudden racial imbalance) and stimulation from universities, foundations, or government. Again in education, Sensenbaugh (27) shows that unfreezing follows dissatisfactions either from within or without the teaching profession, and Purdy (22) stresses that a "felt need for change" is essential.

Refreezing at the new changed level is emphasized by Moore (20): "When the rosy glow of initial introduction of an idea fades, a faculty will regress to previous practices, unless the innovation results in better conditions at work . . ."

How individuals adopt innovations is illustrated by studies of the spread of hybrid corn to the farmers of the Corn Belt (12, 26). This was a change in technology which affected the farmers' use of capital and equipment, and which changed their methods of cultivation. Comparatively speaking, the change was a rapid one. Yet study of how it came about in the individual case reveals there were four stages in the innovation. First, the individual farmer had to hear of the improved corn strains. Second, he needed to inquire and obtain more information about them. Third, he needed to make a pilot testing (trial and evaluation) of his own to see how this innovation worked for him. Finally, he might adopt hybrid corn as standard for his operation.

The four-stage process seen in the hybrid corn changes has many parallels in the diffusion of other innovations. Rogers (25) posits five stages in the adoption process: (a) awareness, (b) interest, (c) evaluation, (d) trial, and (e) adoption. Evaluation and trial are often combined into a single stage.

What makes for individual adoption? In the case of the American farmer two factors distinguishing him from his counterparts in other countries enabled him to adopt hybrid corn faster: he had become used to hearing of new ways to make his operation more profitable through his experiences with the Agricultural Extension Service and he had sufficient disposable capital to pay for relatively expensive seed. (Parenthetically it may be inquired whether rehabilitation workshops in this country have the equivalent of these two essentials.)

Individual adopters seem to have a number of characteristics. For one thing they may be better educated than the rejectors. They are more likely to be culturally deviant and they are more likely to be opinion leaders rather than followers (2, 26).

How does the adopter learn about an innovation?

Research reported by H. F. Lionberger (16) and A. Gallaher, Jr. (8) indicates that in the early innovative stages, the outside change agent is very important. In later stages his importance diminishes and the impact of the local adopter becomes pivotal. Similar findings are reported from the field of medicine, especially in the adoption of new drugs. Mort (21), Lippitt (17), and Miles (19), each in separate research, have shown that the early adopters in a particular field draw an appreciable amount of their impetus from outside change agents.

The System Developm: t Corporation (24) evaluated the impact of traveling seminars and field site visits by potential users of educational innovations: (e.g., school administrators, state education department officials, and representatives of teacher-training institutions). Four groups of such potential users, with approximately 30 educators in each group, covered four regions of the United States. These traveling seminars visited selected schools where significant innovations had been introduced and in operation for at least one year. Immediately following the traveling seminar tour, the participants attended a conference on the dynamics of educational change and a discussion-analysis of what they had observed. Approximately one year later, SDC research representatives made on-site visits to the participants' own schools. These schools and their innovations were then compared with an equated group of school districts which did not take part in the tour-conference experience. Reported results: (1) The traveling seminar and follow-up conference is a highly effective dissemination method for stimulating and facilitating educational innovation. (2) There are measurable attributes of school districts, such as crisis conditions that present problems needing new and dramatic solutions, that are related to the innovational behavior of these districts. (3) The attitude and leadership qualities of the local school superintendent toward innovation significantly affects whether that school district actually adopts an innovation.

The other side of the coin of adoption is that of rejection. What characterizes those who refuse to adopt? Barnett (2) and Rogers (25) have described the skepticism, suspicion, and traditionalism which may characterize the rejector. Eichholz (7) identifies different forms of rejection and analyzes their possible causes. Each form of rejection is characterized by certain types of responses, and these are related to the background of the rejector. Thus it becomes possible to diagnose different types of rejection behavior.

Factors promoting change in organizations are not always similar to those influencing individual change. Change in organizations shows the effects of two opposing tendencies. On the one hand it is the larger organizations which have more resources and more internal variety that are able to accomplish change. Watson (30) found in a study of YMCA's that it was the larger, more secure ones which were willing to experiment and innovate. Purdy (22), too, emphasizes the importance of available risk or seed money. On the other hand, as Haire (11) has shown, the effect of the large organization often is to encourage uniformity, bureaucracy, and the rule book. All these can militate against the possibilities of constructive change. Because change in large organizations can affect every aspect of the system, it is necessary that it be planned with all aspects of the system in mind. Moreover, the system has to be diverse enough with enough centers of autonomy so that innovation can be tried on a pilot basis without having to work through ponderous layers of authorization.

The organization itself can be slanted toward change. Purdy (22) discusses the structural factors which can encourage flexibility within an organization. Sensenbaugh (27) suggests in educational settings that a board of education can encourage staff to try new ideas, open up lines of communication, seek consultation with recognized authorities, and visit innovating school systems.

Perhaps the most significant body of research on organizational and technological change proceeds from the work of Kurt Lewin and of his followers, which has been summarized by Marrow (18). These studies have repeatedly demonstrated that change involving human social relations is most effective when those who are to be involved in change have a large hand in shaping it. Housewives, workers on assembly lines, office workers, salesmen, and workers in social service organizations all seem to benefit from the opportunity to determine how change would affect them. This means contributing to the planning for change and having a hand in its implementation.

There are exceptions, however. Watson and Glaser (32) have observed that to facilitate the introduction of some kinds of changes which need to overcome emotional bias, habit and fear, a *fait accompli* method of introduction may be necessary. This tends to overcome initial resistance and to give an opportunity for demonstrating the practical values or benefits of the change.

In any organizational change, the role of the leader seems crucial. Purdy (22) notes that most innovations had their inceptions in the minds of one or a few persons. The key factor in the development of innovations, the timing, extent, and degree of involvement of others, lies in the "artistry of administrative leadership". Sensenbaugh (27), too, emphasizes the need for strong, positive, and dynamic leadership. Moore (20) finds that a circumstance common to almost every innovative school was *evidence of positive leadership from a forceful administrator*. It is interesting that all these writers emphasize two functions of innovating leadership: to see the value of new ideas and to be able to enlist the involvement and enthusiasm of others in their execution.

Sometimes a leader functions not as the spearhead of innovation but as the one who legitimizes its adoption. Rogers (25) describes one kind of respected local leader whose endorsement of an innovation will be followed. In an interesting study of a cultural innovation in an Alaskan Indian village by Atamian (1) it is shown that it was only after the tribal leaders made a new kind of mask that the others felt that they were justified in taking up this novelty.

Finally, for change within organizations there usually needs to be some source of outside stimulation. Moore and Sensenbaugh in the papers we have already cited emphasize this point. In the Alaskan

Indian study it was the fact that some of the tribal members had seen flexible Halloween masks in a "white" town which gave the idea for adapting them to an Indian celebration. Outside stimulation is often essential. Yet it must be both respected and credible. As Miles (19, p. 652) summarizes: ". . . Credibility often becomes crucial. It can be aided if a genuinely dispassionate group serves as a clearinghouse for information on an incipient innovation. In addition, structures which provide for peer communication appear helpful. Potential users of an innovation seem to trust the accounts of peers who have actually tried the innovation, and can testify to its worth, give aid with skills required, etc. . . . It is suggested that support and conceptual help provided by consultants or other outsiders . . . may be essential for adequate development of awareness-interest, and later adoption."

CHAPTER II

Development of "Increments of Communication" Hypotheses

Initial Steps

The first year was directed toward fact-finding and exploratory investigation. During this period, we made field studies to find credible demonstrations and to determine the factors which had facilitated or impeded the spread of the newly demonstrated methods to other agencies. We assumed that rehabilitation professionals could identify projects of high potential value to other agencies. We assumed further that through field visits and questionnaires we could find out how widely the new practices had spread and what factors had facilitated or hindered these adoptions.

Our staff for this project consisted of a seven-man research team working part time, and several consultants from the field of vocational rehabilitation.

At the initial planning meeting July 30-31, 1963, attended by our team and four key persons from the vocational rehabilitation field, the knowledgeable professionals nominated 18 VRA research and demonstration projects judged to have findings of high potential value to others. The criteria evolved for use in selecting demonstration projects to be studied were:

RELEVANCE — the project should appear to be valuable for coping with a persistent and significant rehabilitation problem.

FEASIBILITY — the project should be rather easily replicable or adaptable in comparable situations or with similar categories of persons.

ORIGINALITY — the project should be sufficiently original and creative so that it provides a new perspective or advance in the rehabilitation field.

CREDIBILITY — the research or demonstration design should be sound and convincing, so that the findings are credible and persuasive.

As a result of the application of these criteria to the list of eighteen projects and the discussion which followed, six were selected as especially suitable for further study by the project staff. After reading all available material on these six, and with continual reference to the criteria, one demonstration by a private facility and one by a public agency were chosen for site visits: (1) the Tacoma Goodwill Industries Project entitled: *Development of an Occupational Evaluation and Training Center for the Mentally Retarded* (VRA #308), which started June, 1958, and ended June, 1963; and (2) the Arkansas Rehabilitation Service Project entitled: "To Establish an Orderly, Systematic Method of Processing Vocational Rehabilitation Cases in Pulaski County, Arkansas" — *This is One Way* — (VRA #147), which started May, 1957, and ended September, 1961. Total VRA funding was $169,950 to the Tacoma project, and $263,395 to the Pulaski project.

A brief description of each project follows:

1. The essential nature of the Tacoma project (in part modeled after the Association for the Help of Retarded Children prototype project in New York) was to demonstrate the feasibility of rehabilitating severely retarded young adults (I.Q. 50-75, age 16-30) to the level of sustained employment. In addition to training in vocational skills and work habits, the workshop program included a variety of supportive social and psychological services. The selection of clients, their training experiences and their vocational objectives were determined by using the diagnostic and planning skills of several disciplines operating as a team. During the last two years of the project a "mobile team" of physiatrist, psychologist, nurse, social worker and vocational specialist from Tacoma visited some other communities in the state to develop local interest in rehabilitation and to render case service to retarded persons in the communities visited.

   The Tacoma project achieved 63 percent job placement (excluding those served by the mobile team). To meet the criterion for being recorded as a placement, clients had to retain their jobs for a minimum of three months. Approximately one-third of these retardates were employed by sheltered workshops. The remaining two-thirds of the Project #308 clients who were employed held positions in competitive employment — e.g., in janitorial, domestic, factory and farm settings.

The Tacoma project is continuing without federal support. The State DVR sends retarded persons to Tacoma for diagnostic work evaluation and training, on a fee basis.*

2. The essential nature of the Pulaski project was to bring an intramural multi-disciplinary approach to bear upon the vocational rehabilitation problems of handicapped people, and, perhaps more significantly, to try out the innovation of utilizing technicians rather than professionals in the roles of intake counselor aide and training and placement counselor aide. In the experimental section, all cases were "staffed" at least four times during the rehabilitation period. There was a control section which followed the usual method of a one-to-one relationship between the handicapped person and the vocational rehabilitation counselor, who arranged for and coordinated other client services.

   The number of cases resulting in employed closures were about the same for the two sections; thus there was no difference in total productivity. Combined costs for personnel and services purchased for clients averaged $725 for each closed employed case in the experimental group compared with $666 in the control group; the experimental project section was judged better able to assist more severely handicapped persons, particularly those whose vocational adjustment required improved ability to cope with emotional difficulties.

   The Pulaski project was terminated on September 30, 1961, for a combination of administrative, financial, and personnel reasons. The project appears to have had residual beneficial effects on agency functioning, but is no longer in operation.

At a conference on October 11-12, 1963, attended by our research associates and by representatives of VRA and of California DVR, we reported on visits we had made to the Tacoma and Pulaski County projects, as well as our findings concerning what impact these projects had had on other agencies. It was decided that the Tacoma Goodwill Industries project would be employed in our study as a prototype model of demonstration findings which could be utilized by others.

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* Certain aspects of this project are described in Appendix A.

The Tacoma Goodwill Industries project had a number of features which distinguished it from standard workshop operation. A list was made of these features (Appendix A1) and this list was later used to check what Tacoma practices had been adopted in other settings. The distinguishing features of Tacoma Goodwill covered a wide range. Some of these were simply in the way they used their own staff, how available the professional staff were, how effective they were in policy making, and how they interacted at all levels of the organization to reinforce the rehabilitative point of view.

Other features had to do with the way Tacoma worked with other agencies, from the State Department of Vocational Rehabilitation to the YMCA. Still others were special techniques, ability and skill tests, work sampling techniques, rating scales and the mobile team. Tacoma Goodwill Industries had tested experience with these techniques and knew where they could be used and how.

The next step was to determine how much other agencies knew of the Tacoma experience and whether they were, in fact, using these research findings. To answer these questions we visited a number of public and private rehabilitation agencies including several other Goodwill Industries shops and several state hospitals and schools for the retarded in California and Washington. In addition a questionnaire was sent to 40 VRA-sponsored occupational training centers for the mentally retarded.

Essentially this questionnaire asked whether the centers knew about the Tacoma project and, if so, how they learned about it. Of the 25 training centers which replied, 21 reported that they had never heard of the Tacoma project. The four others stated they had learned of it through personal contact with the former director or other Tacoma Goodwill staff.

Survey Findings

At the outset, our present study had as its explicit focus the utilization of applicable research and demonstration results. In the first year of study, it became apparent that this was only one dimension of the broader issue of innovation. It was found that comparable factors influence (1) an agency's capacity and willingness to develop new techniques and approaches of its own, and (2) its ability to use innovations developed and demonstrated elsewhere. From the first year on, the study included both of these dimensions.

On the basis of the survey and site visits during the first year, we were able to draw some tentative conclusions and formulate some hypotheses about why in some places significant innovations were developed and tried out, and why in other equally suitable places they were neither developed internally nor was there readiness to use innovations developed by others.

1. Some of the factors *favoring* the development of innovation by an organization or its adoption of innovation developed elsewhere include:

   — The agency must be a relatively thriving one so that there are adequate resources of personnel and money to be spared from the struggle for basic existence.

   — There should be a leading person who is responsive to opportunities and needs, who has a vision of what might be accomplished and the dedication, energy and enthusiasm to inspire others to share that vision.

   — This agency leader needs freedom of action and encouragement from his board of directors to engage in constructive innovations and to seek key staff members in sympathy with his aims and with the abilities required to carry them out.

   — Some influential person connected with the organization needs to be interested in learning about innovations elsewhere that might be of interest or relevance to that rehabilitation facility. This person may be the agency leader or someone else on the staff, or a board member.

   — It is highly desirable to have understanding and support for innovation from the state vocational rehabilitation agency and if possible also from the regional office of the federal Vocational Rehabilitation Administration.

   — Even with these reinforcing factors, innovation cannot easily spread to other operating agencies unless there is appropriate dissemination of significant research and demonstration results. Effective communications which inform about an innovation are a necessary though not sufficient condition for use of that innovation by others. And there are definite barriers to such communications.

2. Among the *communication* factors which impede or facilitate the diffusion and adoption of research and demonstration findings are the following:

   — Reports are often long and forbidding, unattractively reproduced, couched in technical jargon. For these reasons, many reports of valuable projects go unread. If they are read, they are skimmed and quickly forgotten. The innovating agency often sees the report less as a way of sharing professional accomplishments than as the final, relatively uninteresting task to be done as part of their obligation under a demonstration grant.

— Beyond the communications barrier of readability, there is a more fundamental one: reports simply do not reach enough potential users. Many innovative agencies do not have an orientation toward or a commitment to dissemination of their findings. They do not see dissemination as part of their professional obligation or role. Frequently, neither grantee nor grantor plan and budget explicitly for dissemination of demonstration findings to a comprehensive target audience. Thus in many instances, key persons in other agencies who might be interested in using applicable innovations have not received the descriptive material.

— Person-to-person influence is much stronger than that of the written word alone. Other means of communicating, besides written reports, such as reports at conventions, conferences, traveling seminars and site visits, are not being employed as much as they could be. Innovations are likely to have more impact when the impetus comes from one's colleagues in the field, particularly from those who are perhaps a little ahead of one in status or prestige and whom one likes and respects.

— The effectiveness of communication often is enhanced when it is two-way; i.e., when those to whom the message is directed have the chance to raise questions and to have their own suggestions and objections considered, and when they feel that the communicator is reciprocally interested in *their* programs and innovations. This kind of horizontal communication between colleagues appears to be relatively neglected.

3. *Organizational* and *personal* barriers to the adoption of new practices can be identified:

— Some rehabilitation workers feel that their own prerogatives and authority will be undermined if changes are introduced.* They may have to assume new roles, and their personal relations with co-workers, clients and with other outside persons may be drastically altered. They may be asked to exchange the familiar work they now do for more challenging but more arduous tasks. These new tasks may, initially at least, be accompanied by many disappointments. The changes may require a shift from working with the most promising of the given disability categories to working with persons who require more help and may achieve relatively less productivity. Rehabilitation people are being asked to reorient themselves, to relearn. It is understandable that, under such circumstances, many resist.

— Certain innovations or new practices may be perceived as not fitting the facility's existing goals. For example, if the staff has been interested in operating a productive workshop oriented to efficiency, placing the emphasis on rehabilitation may seem defeating, since the best workers always graduate to employment elsewhere. If operating staff have been interested in the sheer number of graduates they turn out, tackling a more difficult group may seem like a slowing down of their operation. If the agency has operated independently, accepting help from state or federal agencies or even from the local schools may seem like a threat to its own independence.

— Basic attitudes endemic to an agency may make the proposed changes virtually impossible. Some organizations are suspicious of any ideas which come from outside. The fact that change is suggested by outsiders may seem to the insiders to be a reflection upon their competence. Some others would rather improve their present operations than take on seemingly alien tasks. And some rehabilitation facilities may from past experience have developed a pessimism about the more difficult rehabilitees.

— Some rehabilitation workers see themselves as well as their clients in a relatively disadvantaged, low-status segment of society. Such feelings weaken the achievement drives that frequently motivate professional personnel in high-status institutions, such as hospitals. Evidence of attention and caring from

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* It is interesting in this regard to refer to the recent article of Rein and Miller (21), which undertakes a critique of the demonstration strategy. In contradiction to the usual view which sees the demonstration as showing and persuading, they see it as a political maneuver which exerts pressure to change social processes. From their point of view the questions of continuance and spread of a project need to be considered carefully in terms of what powers are at hand to effect these ends.

If persons in agencies see themselves as losing power and prestige as a result of some innovation, no amount of rational scientific demonstration is going to make them partisans of that innovation. Rather, since the objections are political — in terms of power — the ways of dealing with these objections have to be political. Rein and Miller give several strategies for dealing with problems of vested interests in communities and in organizations. One is to set up independent competing centers to take over functions which a too conservative agency will not undertake. Another is to encourage elements of progressive change within the old-line agency itself.

the outside, high-status, and wealthy world may serve to reduce this emotional barrier to the adoption of new practices.

These observations of the forces impeding research utilization led to the hypotheses which guided the experimental work of the second and third years of our project.

Hypothesis Formulation

On January 17-18, 1964, our researchers met with representatives from California State DVR and VRA Region IX to review the initial findings and to discuss our hypotheses and some proposed ways of testing them. These hypotheses were:

HYPOTHESIS #1: If promising research or demonstration findings are reported in easily readable, brief and non-technical form, and are widely *distributed* to potential users, the chances of their having impact and being used will be increased. (This hypothesis is related to our Increment of Communications No. 1.)

HYPOTHESIS #2: If potential users of a research or demonstration attend a conference where they can discuss the innovation and see it in operation by a site visit, use of the innovative research or demonstration is likely to be facilitated. (This hypothesis is related to our Increment of Communications No. 2.)

HYPOTHESIS #3: If rehabilitation workers who have heard about and seen an innovative demonstration elsewhere are later visited in their own facility by a member of the demonstration project staff, that added increment of face-to-face communication on one's own premises and with one's own working group is likely further to promote the use of the innovation. (This hypothesis is related to our Increment of Communications No. 3.)

HYPOTHESIS #4: Potential users of research or demonstration findings are likely to have greater interest in the results of that demonstration if they are invited, in a consulting capacity, to review and react to the project plan before it is launched.

CHAPTER III

Testing "Increments of Communication" Hypotheses

The design of our first experimental study involved three increments of communication (hypotheses #1, #2 and #3). We evaluated how effective each of these three increments were in (1) acquainting agencies with the Tacoma study, (2) leading them to seek more information, and (3) bringing them to adopt suitable features from it for their own programs.

Procedure

We compiled a reasonably comprehensive list of the workshops in Region IX with the help of the seven state DVRs of that region. There were some difficulties in developing guidelines for deciding whether a given agency was to be included in this list. Many public and private agencies work with the mentally retarded. Many have some kind of occupational or vocational activity. It was decided to include only those agencies which have an operating workshop, but this could be a salvage workshop, a contract shop, or one concerned mainly with occupational therapy. Nor was a workshop omitted because it served some persons who were not mentally retarded.

BOOKLET: To test hypothesis #1, we prepared a new written description of the Tacoma project. This was published in June, 1964, under the title *Learning to Work* (Appendix A). It was intended as an exemplar of how demonstration results could be attractively, simply and intelligently conveyed by word and picture.

This booklet was sent out to those who directed workshops. These directors are professional or semi-professional persons who receive a plethora of technical publications. To capture their attention, we wanted to present the Tacoma project in all its complexity, but clearly and compellingly. We felt that the techniques and the statistical results should be adequately presented but we wanted also to capture the human flavor of the enterprise. Finally, we wanted the booklet to be an attractive visual production without being pretentious.

Tacoma Goodwill's own official report of their Project #308 formed the basis for the booklet. Our interviewers visited Tacoma Goodwill, talking to staff and clients, asking questions raised by the official report and trying to draw out what the program had meant to those who served and those who were served. Several drafts of the booklet were written. A semi-final version was sent to several rehabilitation experts for their reaction. In our final publication we included two commentaries on what Tacoma had done, and possible implications for others — one by Dr. Seymour Sarason, Yale authority on mental retardation, and the other by Dr. Nathan Nelson, Chief Rehabilitation Workshop Consultant, California State Department of Rehabilitation.

The *Learning to Work* booklet was mailed in July, 1964, to a randomly selected approximate half of our roster of Region IX workshops. This was called our 1-increment group. The other approximate half served as a control group. Other copies were distributed to professional people in the vocational rehabilitation field but the distribution within Region IX was carefully restricted so that it would not readily reach the workshops that were to compose the control group.

CONFERENCE: To test hypothesis #2, we brought together key people from a randomly invited half of the 1-increment group of Region IX workshops at a conference where they (1) discussed the problems of communicating and adopting innovation; (2) studied the Tacoma project in an atmosphere in which any questions could be raised; (3) articulated their own accomplishments and benefited from the support and ideas from other conferees. This was called the 2-increment group.

This conference was held on September 24-25, 1964. Twenty-three representatives from the 44 invited workshops (the other 21 couldn't attend on the specified date, etc.), plus State DVR representatives from California and Washington, met near Seattle with consultants from our organization and representatives from Region IX VRA, Tacoma Goodwill Industries, and the University of Washington.

The conference called for presentations by individuals and panels and for informal small group discussions. (The conference invitation and program are shown in Appendix B). Part of the program was a site visit to the Tacoma workshop where the participants met the Goodwill staff and some board members. There were discussions of the Tacoma project, descriptions of other innovations sponsored by VRA, and presentations by the conferees of the things *they* were doing in their own respective agencies.

VISIT BY TACOMA REPRESENTATIVE: To test hypothesis #3, we asked the agency directors who attended this conference if they would like to invite a representative from Tacoma Goodwill to visit their workshops, with the costs of such visits defrayed by the project funds. Seven of these 23 were willing and able to invite such a visitor. The visitor was Mr. Donald Hamilton, who is presently the administrative head of the Tacoma office of the Washington Division of Vocational Rehabilitation and who was intimately involved in the development and the operation of Tacoma Goodwill's Project #308.

About two months after the conference he made one-day visits to each of seven facilities, hearing about and seeing *their* programs, explaining to key members of their staffs and boards what Tacoma Goodwill had done and making suggestions which seemed to him applicable to their respective situations. This was called the 3-increment group.

The hypothesis behind these visits was that research utilization might be further eased if those who had been exposed to an innovation like TGI then could have the benefit of a consulting visit from someone on the demonstration project staff. Such a person might help bridge the gap between the distant demonstration and the specific problems of applying it to their own operating agency.

Mr. Hamilton recorded on a *Workshop Description Form* (Appendix E) his impression of each workshop visited and wrote comments at the end of the form.

To provide some flavor of what Mr. Hamilton did, below are comments he wrote on two *Workshop Description Forms.*

Commentary #1

> This workshop was started by a mother of a retarded child as a school-simulated situation for her own child and it has grown from that. The preschool and primary classes are doing a good job and filling a need apparently not being met by the city schools for the trainable retarded child. The workshop seems to be geared in the same tempo — happiness oriented would be more descriptive than vocational rehabilitation.

I don't think anyone has ever gone to industrial employment via the workshop. A man was hired two days before my arrival with this intent, however. I think he has the ability and know-how to create a sheltered workshop subcontract shop that can do vocational rehabilitation as I visualize it. I think this hiring was a direct result of HIRI's Seattle meeting.

When Mrs. ______ returned home, she talked with ______, the area supervisor for California rehabilitation, on ways to get their financial support. He suggested she get a professional person on her staff and, in fact, found a person for her. The workshop board approved this broadened concept of service and hired the man he recommended.

Most of my time was spent with Mrs. ______, Workshop Director. We reviewed many aspects of Goodwill's program such as intake workup, monthly evaluations, working with rehabilitation agency, and community placements from the workshop. I visited each classroom and had a short visit with the teachers. Had lunch with the president of the board and discussed with him implications of their expanding philosophy of rehabilitation. I told him about Goodwill's board and how it supported and helped their program.

Commentary #2

______ is going through a period of very slim subcontracts, which has lasted about a year. They have met this crisis by letting professional staff go. Consequently, services to clients other than at their work stations are minimal.

The workshop director was eager to discuss his problems, asked many questions; and I feel my visit helped and could possibly result in changes. I believe the first one will be a VRA grant request in a few months.

Mr. ______ has a good knowledge of workshop management and seemed to know the Goodwill program from his visit there. When I left the workshop, he made an interesting comment. He said: 'You haven't told me anything I didn't know, but I needed telling again.'

The VRA grant request referred to above was in fact drawn up and submitted following Mr. Hamilton's visit.

The flow chart on page 21 shows the increments of communication groups and the samples drawn from them.

Effects of the Increments of Communication

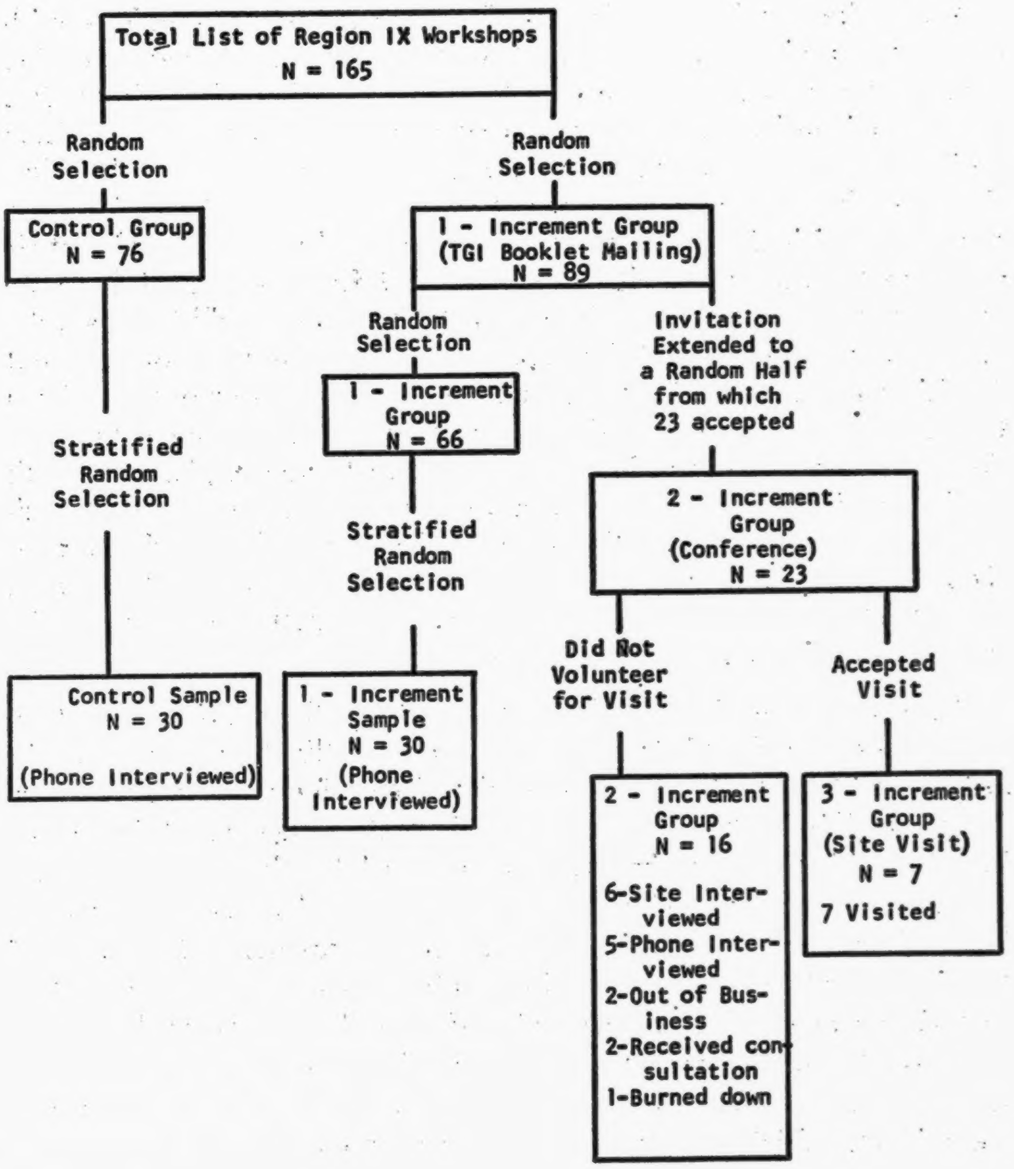
Several methods were used to evaluate the effects of these increments of communication. The first method was anecdotal. For th

Learning to Work mailing we attempted to determine whether knowledgeable persons such as regional VRA representatives who were in contact with rehabilitation agencies had heard comments indicating that recipients had been stimulated by the booklet. In addition, a count was made of the requests for copies of the Tacoma Goodwill project report coming into the Tacoma Goodwill offices following the mailing

FLOW CHART

THE INCREMENTS OF COMMUNICATION GROUPS

AND THE SAMPLES DRAWN FROM THEM FOR EVALUATION PURPOSES


Total List of Region IX Workshops
N = 165
Random Selection
Random Selection
Control Group
N = 76
1 - Increment Group
(TGI Booklet Mailing)
N = 89
Random Selection
Invitation Extended to a Random Half from which 23 accepted
1 - Increment Group
N = 66
Stratified Random Selection
2 - Increment Group
(Conference)
N = 23
Stratified Random Selection
Did Not Volunteer for Visit
Accepted Visit
Control Sample
N = 30
(Phone Interviewed)
1 - Increment Sample
N = 30
(Phone Interviewed)
2 - Increment Group
N = 16
6-Site Interviewed
5-Phone Interviewed
2-Out of Business
2-Received consultation
1-Burned down
3 - Increment Group
(Site Visit)
N = 7
7 Visited

to see if there was any noticeable increase. Some comments about the booklet also came directly to our offices.

Similar anecdotal methods were used to evaluate the impact of the second increment, the conference. Following the conference each participant was asked to give his impressions, using a questionnaire (Appendix C), of what he had found most valuable, what least, and what ideas he had derived from it that related to his own operation at home.

The crucial test of the impact of the increments, however, lay in the interviews of subject agency executives made by an independent investigator, Mr. Roger Wickland. He followed an interview schedule covering changes in staff, board of directors, clients, relations with other community agencies, and knowledge of outside rehabilitation demonstrations including Tacoma Goodwill. In these interviews, Mr. Wickland identified himself as a graduate student at UCLA (which he is) who was undertaking a research study of changes in rehabilitation agencies. He visited all seven of the 3-increment facilities; he personally visited six of the 2-increment facilities (to make their assessment comparable with those of the 3-increment facilities); he telephoned five of the remaining ten 2-increment facilities; he telephoned a randomly selected sample of 30 from the 66 one-increment facilities; and he telephoned a randomly selected sample of 30 from the 76 control workshops which had received none of our communications concerning Tacoma Goodwill. These last two samples were both random and stratified. They were selected in such a way that each sample was matched with the other in the number of small one-man shops, of Volunteers of America, of Salvation Army, of Goodwills, and of other large shops. Within each stratum, selection of the sample workshops was completely random.

The same interview schedule was used in all interviews, whether by phone or by site visits. The "Interview Outline" is reproduced in Appendix D. Each telephone interview lasted for about a half hour. It was possible in this time both to find what changes had taken place in this facility on the sixteen items covered by the interview questionnaire relating to the Tacoma project and to find specifically what impressions and memories the workshop participants had, if any, of the increments of communication which they had received. The interviewer emerged from the series of interviews convinced that his respondents had spoken with candor and that the telephone interview, though more arduous and uncomfortable than the face-to-face interview, is one which can be accomplished successfully.

The responses to our interview schedule (whether obtained by site visit or telephone) were rated on a five-point scale from 0 to 4 according to these instructions:

0 = Change for the worse. Use this when respondents state or clearly imply a change for the worse, e.g., "Our budget was cut and we had to discharge staff."

1 = No change, not good. Use this rating for responses which indicate no change in a given area and where the respondent says or clearly implies dissatisfaction with the lack of change, e.g., "Our board is still the same; they still don't do anything."

2 = No change, O.K. Use this rating when the respondent reports no change for a given item and states or clearly implies satisfaction or neutrality concerning the lack of change, e.g., "No change, this has always been our policy," or "No change."

3 = Positive change. Use this rating when respondent clearly implies a change for the better, e.g., "Yes, we've been able to add six more trained staff members."

4 = Positive change related to increments. Use this rating when respondent states that change in an area was influenced by or related to one or more of the increments, e.g., "Yes, we learned about this from *Learning to Work.*"

The reliability of these ratings was tested when eight raters independently rated verbatim transcripts of eight telephone interviews without any knowledge of the identities of the facilities involved. Correlation coefficients for a *single* rater were computed for each of the 16 items by the Guilford (10) method. These correlations ranged from .419 to .939. The median correlation coefficient for a single rater was .783 which indicates a satisfactory reliability for the individual items. For the totals of all 16 ratings for each agency, the inter-rater reliability for a single rater was .936. These total scores (which can be seen as measures of the total progressive change in the agency) were used to compare the increment groups.

Certain characteristics of the sampling should be borne in mind when the results are considered. The Region IX workshops to which the booklet was sent were a randomly selected half of all the workshops in the contiguous states of this region. Presumably they differed from the workshops of the control group in no systematic way. Not all the workshops of these two groups were interviewed but the samples which were interviewed were stratified so that the numbers of different types of shops — Goodwills, Salvation Army, one-man management, and so forth — should be equal in the two samples.

These two samples, therefore, probably differ systematically from each other only in terms of whether they received the booklet or not.

The situation is somewhat different when the results from the 2- and 3-increment groups are viewed. These are not randomly selected groups. Although invitations to the conference were sent out to randomly selected members of the pamphlet group, not all of those invited could come to the conference. Similarly not all of those to whom inquiry was made about entertaining a site visitor could in fact receive him. Thus these two groups are probably more akin to volunteer groups than to random ones. The results from these groups therefore should be viewed with this sampling limitation in mind.

IMPACT OF THE BOOKLET (Increment #1): Evaluation of the impact of the booklet as reported by Mr. Wickland following his interviews is summarized:

> By far the largest group found the booklet one of the best of its type. It was seen as clear, written in an interesting style and lacking in the confusing jargon and endless statistical tables many directors find discouraging.
>
> The second and smaller group could recall the booklet only vaguely and had no strong reaction one way or the other, frequently commenting, while pointing to their desk, 'We get tons of material every year, and it is a real job just to wade through it even superficially.'
>
> Another group of respondents gave one or another variation of the 'sour grapes' or 'nothing new under the sun' response. Some felt that Tacoma Goodwill Industries had been over-publicized beyond its merits or that none of the so-called 'new' features were really new. A few others felt that TGI was a good agency with a good program but their own was superior on many counts. This latter comment tended to come from agencies I found were outstanding and, without specific knowledge of TGI on my part, they may well have been right. Another reaction was that TGI was so high powered and well endowed that the responding agency felt out of its class and that it could not possibly begin even in minor ways to function on the TGI level as perceived.

According to the records kept by Tacoma Goodwill, the number of requests received for copies of their full project report did not increase significantly following the mailing of *Learning to Work*. This result was counter to our expectation that an attractive pamphlet summarizing a project would lead to more requests than normal for a copy of the full report.

Messrs. Ed Chouinard and Dale Williamson from the VRA Region IX office, and Dr. Nathan Nelson from the California DVR office reported some instances of favorable comment from workshop people about the pamphlet, but there was no evidence from this alone that research use was thereby stimulated.

Impact of the Conference (Increment #2): Evaluation of the conference was undertaken by three methods: (a) post-conference reports from the conferees; (b) interviews with the conferees about a year later by the independent evaluator; and (c) actions or "happenings" known to be directly traceable to the conference experience.

Post-conference Questionnaire — A post-conference questionnaire was sent out one week following the conference. In response to the question "What did you like best, or what was the most valuable to you at this conference?" the following are some representative replies:

> I appreciated the relaxed and informal manner used in approaching the question at hand. This permitted greater depth exploration of our personal interests, and possible application of the Tacoma Project. I believe this approach permits workshop directors to lower their guard of personal defense and explore some of the very real program weaknesses.
>
> For most of us in this field, I think the main value of a good conference (I have attended none better) is inherent in the very mechanics of the event, and which is hard totally to define except in seemingly subjective terms. It gets us out of our little battle lines: it's like a soldier's three-day pass to a non-combatant area, where he meets others with the same-different battles, where he can sound-off without pressure, and see the strategic battle beyond the tactical situation.
>
> (1) Certainly enjoyed discussing new techniques with the various sheltered workshops directors. (2) The small group discussions were extremely valuable inasmuch as more information could be communicated faster. (3) Extremely interested in research programs that may in the future help us here.
>
> I believe I gained insight as to the value of more effective communications between rehabilitation agencies and the necessity for greater utilization of knowledge to be gained through reports of completed projects.
>
> The free and easy exchange of helpful ideas. The announcement regarding 50-50 matching funds for expansion and one year of staffing now available to private workshops. The visit to the excellent facility at Tacoma.
>
> Intellectual stimulation of being involved with HIRI staff

> in dealing with rehab of hard-to-reach cases. Particularly enjoyed discussions of bureaucracies, new ideas, resistances, etc. The conference was well-planned, efficiently designed and executed. Especially enjoyable was the first-class atmosphere — usually not associated with our meetings, but more often with private industry.
>
> The . . . part . . . when people from the various agencies told about their various programs, seemed the most beneficial to me. This was so because there was genuine interaction from the group to the many contributions. Up to this time there seemed to be only limited response from participants. Perhaps this was so because many members of the group felt they already were doing something equally as good, but were prevented from articulating their feelings because of a lack of opportunity. The unblocking seemed to occur when the representatives of Goodwill Industries and St. Vincent de Paul presented their programs. While the free discussion and interaction should have occurred earlier, it was very productive and welcome when it did occur. I suppose it took this long to 'warm up'.
>
> I believe the personal discussions in the small groups proved the most valuable because we were able to share in the discussion of problem areas common to us all, such as performance requirements for the marginal person, placement difficulties of such an individual and proper payment, if any, to the same.
>
> I enjoyed the small group discussion and also listening to the directors tell about their shop and their problems. I think it's very good for the directors to get together. I enjoyed the tour through Tacoma workshop.
>
> The discussions — chance to learn first-hand what other shops are doing — how they handle problems. Small group meetings were very helpful in this respect.

As indicated above, the opportunity for the conferees to talk about *their* problems and accomplishments, not just hear about the accomplishments of Tacoma Goodwill or some other organization, was highly valued. It appeared to reduce personal defensiveness and some apparent resistance to hearing about Tacoma.

This relates to a central issue in facilitating change. In addition to the communication of *information*, the creation of ego-involvement, emotional commitment, and heightened morale is crucial in opening minds to innovation.

Conferees were asked further: "If HIRI were to hold another conference on the same subject for some other similar group, what would you suggest that we do differently? What would you add or subtract to make the conference more valuable in relation to its stated purpose?" Some typical replies follow:

> I think perhaps it might be helpful to compare two or three different approaches to a common problem. This would facilitate discussion and lessen personal resistance directed toward any one Agency or Program. I would also suggest more resource persons' participation on an open panel basis.
>
> Judging from the general reactions prevalent, it appeared that many participants actually *resented* TGI being set up as a sort of ideal, or lesson, for the rest of us. This reaction seemed to me to put a brake on much of our proceedings.
>
> I personally felt in part as others did: that we had fought the same battles, or similar problems, and in our own ways had solved some of them. It is a matter of focus or proportion. Perhaps too much time was spent on this 'example of one such experience', to quote from your stated 'purpose'. As it developed, this turned out to be unfair to TGI by putting them unfairly on the defensive, too.
>
> Although all participants at this conference were given verbal opportunity to express their feelings, I think that you may have better luck in future conferences if the individuals attending the conference could be given a longer period of time to introduce themselves and explain more about their situation. This I feel would give each participant a better understanding of who was attending and who may be contacted for information regarding problems which may have direct bearing upon a particular situation.
>
> I would suggest a conference a day or two longer in order to get further into the material and have the participants discuss their particular projects . . .
>
> I would attempt to find a method of presentation of a model program which would identify differences in goals, methods of achieving these goals, and problems faced in achieving these goals so that the conference participants would be attempting to solve common problems rather than see themselves as 'delinquents'.
>
> Perhaps by scheduling the conducted tour on the first day of the conference, some of the time used in initial discussions might be saved to allow longer periods for the more productive subsequent discussions.
>
> I think I would suggest a topical approach where specific items, issues or problems common to the group might be approached

> in small discussion groups. The small groups as used were good. People seemed to break down any reserve more quickly and talk freely. The total group seemed to present too formal an atmosphere. I believe we need a definite subject, at least as a starting point. It also prevents and prohibits an individual with a pet peeve from monopolizing such discussion.
>
> I would have tables so that those attending can take notes. You feel rather 'naked' sitting in a chair trying to do something with your arms and trying to write on your lap.
>
> Have more or longer small group sessions.

In a sense these criticisms and suggestions are another reflection of the same sentiments expressed in response to the question "What did you like best?" The conferees want to feel ego-involvement, interactive participation and depth in discussion of problems and opportunities that they feel are meaningful to their situations. And they want physical arrangements that will give them the opportunity for comfortable personal interaction.

Some lessons were learned from the conference. The program arranged for the participants to be talked to for a short time and then to have a chance to talk among themselves in small groups. It was not until the second day of the conference that we were able to bring them together to say individually what each workshop had been doing and to say it to the entire group. In many ways this was an ice-breaker. Having had a chance to say what they had to contribute and what they saw as their problems, the workshop representatives seemed then more open to accept innovations from without. In future conferences it might be well to have this kind of a session come relatively early in the meeting before any attempt is made to present models which the workshops would be encouraged to adopt. Interestingly enough, it was this full session which many of the participants later identified as "the time we really began to talk to each other." The small group sessions at the end of the first day also received praise in the follow-up questionnaires.

Although a number of participants had developed some resistance to hearing the praises of the Tacoma project, the modesty with which Miss Alice Elart, the Rehabilitation Director, presented the history of its development was both disarming and reassuring. The actual site visit to the Goodwill shop produced the most varied reactions of the entire conference. One would guess that much depended upon the readiness with which the individual participants looked upon the Goodwill shop. Some participants viewed it as another opportunity to pick up ideas and information. For others it was just a chance to say

"So what?" One lesson from this experience might be that it would be well to solicit reactions from all the participants before the site visit was made, to draw out the negative expectations so that they might be handled candidly. It might be well, too, to discuss with the participants what might be expected from such a visit before they start upon it.

Subsequent independent evaluation—Mr. Wickland, who served as our evaluator, using the procedure previously described, stated in his memo to us:

> On the basis of my observations I feel certain that the second increment, namely, the Seattle conference in combination with the visit to TGI, had the greatest overall impact on the participants in this study. Repeated comments were made to the effect that a well-run conference in conjunction with the visit to an agency which had a lot to offer in the way of new methods and techniques, and which was a high-caliber staff, is the best way of learning about new developments in the field. This has a generally stimulating effect on all the participants whether or not they actually adopt any of the procedures seen on the site visit. The sharing of concerns and problems, hearing about other approaches to problems, and the general flavor of 'there's hope after all' seem to have a really salutary effect.
>
> A number of agency directors commented that the booklet, while useful, serves mainly as an alerting device to new projects going on that may later be visited or more intensively explored; or, after a visit is made, it is a handy written reference to refer to later. That is, the first increment tended to strengthen and deepen the second. Perhaps if the first and second increments had been reversed — that is, first acquaint potential users with the innovation through conference, discussion and site visit, *then* have interesting and succinct written material available—learning readiness for the written material might be greatly enhanced.
>
> Another significant impression is that many agency directors at all levels of sophistication appear to find it hard to relate the activities of other agencies to their own. They tend to look for differences and reasons why other outside innovations are not applicable rather than to search for similarities or modifications which would make outside innovations applicable in the home shop.

Other Actions or "Happenings"—Actions or "happenings" traceable to the conference experience include the following:

1. One Washington workshop director left the conference with an acute realization of his own state's lack of any organization of

sheltered workshops. At the conference he learned some details about the operation of such an organization in California. He has since organized a statewide association of workshops in Washington State which will serve as a medium for the more effective exchange of ideas, problems and opportunities.

2. Another action stemming from the conference, the change of a California workshop from a place to keep retardates busy to a place where they could be rehabilitated has already been described in conjunction with Mr. Hamilton's visit (p. 19-20).

Impact of the Consultant Visit by Tacoma Representative—When the independent evaluator, Mr. Wickland, revisited these seven workshops about a year later, there was little evidence of residual major impact from the "missionary" visits. They seemed to add little to the stimulation that appeared to derive from increment #2, the conference.

Mr. Wickland commented:

> I was surprised to find that among the three-increment agencies the visit was barely recalled and had no discernible impact. It may be that since the seven agencies all had attended the Seattle conference, had visited Tacoma Goodwill and had received the *Learning to Work* booklet, they felt 'saturated' regarding the TGI operation, and this sort of 'missionary' visit was, as the economist might put it, an investment beyond the point of diminishing returns.

Overall Evaluation of the Communication Increments

The most rigorous test which can be made of the influence of the increments is whether any newly adopted features in these facilities were linked by our informants specifically to the communications about Tacoma Goodwill which they had received.

In all, among the 78 facilities interviewed by Mr. Wickland (30 in control sample, 30 in one-increment sample, 11 in two-increment group and 7 in three-increment group), there were seven facilities which said that they had made innovations as a direct result of the increments.*

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* Seven adopting agencies out of 48 interviewed which received increments of communication (about 15%) seems like a rather slim return. Yet in terms of NASA's recent efforts to persuade private companies to use hardware technologies which had been invented in the course of the space programs, 15% innovation spread looks rather good. Wright (34) summarizes the NASA experience: Of the 21,000 companies which NASA thought could use the inventions, 30 companies or 0.15% had adopted or seemed to have a good prognosis for adoption. Of the 3,100 companies from the preceding 21,000 which had agreed with NASA that the invention did sound relevant, 1% were in this adopted or

Of these seven facilities, five were in the two-and three-increment groups while only two were in the one-increment sample. This means that the samples receiving one increment or less (N= 30 + 30 = 60), and the sample receiving just the first increment (N = 30) had an appreciably smaller proportion of facilities adopting Tacoma innovations than those which had received two or more increments (N = 18). In the control sample of 30 interviewed, there were zero reported adoptions of Tacoma features.

Thus:

Two- and Three-Increment Groups
N = 18
Innovators = 5 (27.8%)

vs. One-Increment Sample
N = 30
Innovators = 2 (6.7%)

An analysis by the Chi square method (corrected) comparing the 2- and 3-increment groups (N = 18) with the control and 1-increment groups (N = 60) shows that such a result could have occurred by chance less than one time in 1000 ($X^2 = 13.24$, $p < .001$). The last two increments taken together were superior to the single increment and control combined. Leaving out the control group, the 2- and 3-increment groups are better in introducing Tacoma innovations than is the 1-increment sample ($X^2 = 2.51$, $.05 < p < .10$).

It is interesting to look at these agencies to see what Tacoma features were adopted. Several features were adopted, all in relation to clients and client services (Items C2, C3, C4 and C5 of the questionnaire, Appendix D). These were apparently the Tacoma features which were more readily transmissible — or, if adopted, could be identified as coming from TGI.

The increments results can be looked at in another way. Did they result in generally constructive change? To answer this question, the changes found on the 16 items of the interview were scored on the five scoring points detailed on page 23.

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likely-to-adopt group of 30, and of those 550 companies which on further investigation with NASA did not drop out of contact or say "no", only 5.5% ended in the final favorable group of 30. It would appear that we all still have a lot to learn about developing more impactful strategies for persuading potential users to adopt applicable innovations, even with the valuable assistance of personal confrontation of the intended user with the innovator, and even with technological innovations, which are relatively easier to get adopted than are changes in organizational arrangements, techniques or services.

For the statistically-minded reader, it might be noted that this five-point scale is an ordinal scale of positive change. Low values represent less positive change, or less of the desired effect of the increments, than do high values. This was not intended to be an interval scale, yet it is noteworthy that when the scores for the sixteen items are summed for each facility, the facilities which show positive progress are the ones who have had more increments of communication.

The interviewer who visited the facilities and did the telephone interviews attested to his impression that these total scores reflected the *total* positive change they had experienced. Facilities which had had difficulties or disasters had low scores while facilities which had shown great progress had high scores.

Table 1 presents the means, medians, ranges and standard deviations of the interviewer's total ratings over 16 items for the three experimental groups and the control sample.

The significantly greater overall change by the one-increment experimental sample when compared with the overall change in the control sample tends to indicate that *Learning to Work* had a positive impact on the agencies receiving the brochure. This conclusion is tentative since almost no direct narrative evidence of impact was elicited through the telephone interviews, and other factors unknown to us may have been operating.

It is apparent from this table that there are no great differences in the mean overall scores of the different groups. Yet the means of the two largest (and randomly selected) groups, the control and one-

Table 1

Means, Medians, Ranges and S.D.'s of Total Ratings
by Independent Interviewer (Mr. Wickland)
of Various Groups and Samples

	Control Sample N = 30 (All phone-interviewed)	1 - Increment Sample, N = 30 (All phone-interviewed)	2 - Increment Group, N = 11 (6 site-interviewed; 5 phone-interviewed)	3 - Increment Group, N = 7 (All site-interviewed)
Mean	33.6	37.0	38.3	34.3
Median	34.0	37.0	38.0	38.0
Range	12 - 43	29 - 46	27 - 47	17 - 40
S.D.	7.0	3.8	6.1	8.1

increment samples, do differ significantly ($t = 2.28$ with 58 degrees of freedom $p < .05$). In the absence of other explanations this may be attributed to the effect of the independent variable, the booklet.

In Table 2 below, we took the overall median (36.5) of interview rating score for the four groups or samples shown in Table 1 and reported the number and percentage of workshops in each group or sample which scored (1) above and (2) below the median in change rating score.

Table 2

Control and Increment Workshop Samples
Above and Below Overall Median (36.5)
in Total Interview Change Rating Score

Sample or Group	N	Number Below Median	Number Above Median	% Above Median
Control	30	18	12	40
1-Increment	30	13	17	57
2-Increment	11	5	6	55
3-Increment	7	3	4	57

The results are supportive of our hypothesis. The 1-increment sample and the 2-and 3-increment groups show a significantly greater proportion of the larger scores than does the control group. By this criterion the increments seem to affect the total progressiveness of the agency. An alternative explanation is that change-oriented agencies are more likely to volunteer for increments #2 and #3. This would not explain away the effects of increment #1, however. As previously reported, the difference between the 1-increment and control samples produces a t of 2.28 (58 DF) which indicates that such an effect in this direction could occur by chance in less than 5 of 100 cases.

It should be noted that even though all three of the increments were similarly associated with the overall change measure and that all increment groups were superior to the control sample, these findings are in contrast to the findings about the adoption of Tacoma Goodwill practices. There it appeared that the first increment had little effect but that the second increment, or combined second and third increments, had a pronounced effect.

CHAPTER IV

Collateral Studies

In the fall of 1964, following the conference, two collateral studies were planned.

In one we replicated the Tacoma Goodwill booklet mailing to workshops outside of Region IX, thus further testing hypothesis #1.

In the other study, Goodwill Industries of Portland, Oregon, sent a summary of their newly funded but not yet started demonstration project to half the Goodwills in the country and invited criticism and suggestions from this experimental half. This was designed to test hypothesis #4.

The "Outside of Region IX" Study

To obtain a further check on the impact of a readable, brief report about a demonstration project (hypothesis #1), we mailed a copy of *Learning to Work* in March, 1965, to half of the Goodwill Industries located outside of Region IX, with the other half receiving no mailing and thereby serving as a partial control group. We categorize them as "partial control" because all Goodwills receive a newsletter from their national headquarters in which the findings of Goodwill research or demonstration projects receive some publicity. Fifty-five such Goodwills constituted the experimental group, and 53 the control group.

In October-November, 1965, we sent a questionnaire to all 108 of these Goodwills asking the following four questions:

1. Are you acquainted with the general nature, methods and results of the Tacoma Goodwill Industries' VRA Project #308 entitled: *Development of Occupational and Training Center for the Mentally Retarded?*

2. If your answer to the above is YES, how did you learn about it?
3. If you are acquainted with the Tacoma project, did you find anything in it that really has been stimulating or applicable for your agency operation?
4. If YES, what did you find useful or helpful, and how—in relation to your operation?

Seventy-seven questionnaires were returned, 41 from the 55 in the experimental group, and 36 from the 53 in the control group. The experimental and control groups responded to questions #1 and #2 as follows, with no significant differences between them on these two questions.

Question #1

Experimental (N = 55)			Control (N = 53)		
Yes	No	No Return	Yes	No	No Return
23	18	14	23	13	17

Question #2

Yes and Learned About It Through	Experimental Group (23 Yes Responses)	Control Group (23 Yes Responses)
1. National Goodwill Office	10	8
2. Directly from Tacoma Goodwill	10	13
3. "Learning to Work" Brochure	6	3
4. Other	3	1
	25 †	25 †

† Some respondents gave more than one answer.

The National Goodwill Headquarters *Newsletter*, which reported Project #308, seems to be fairly well read in the Goodwill Industries family. More respondents remembered having learned about the project from that regularly published source, and from contact with the Tacoma personnel at meetings, etc., than from the *Learning to Work* mailing alone. However, many respondents also may not have recollected accurately the source from which they learned something when they learned it from multiple sources. We do not know how the three Goodwills in the control group saw the brochure, but there was no way of preventing one Goodwill from showing or sending it to another.

In response to question #3, "If you are acquainted with the Tacoma project, did you find anything in it that really has been stimulating or applicable for your agency operation?", 30 respondents indicated YES, 18 in the experimental group and 12 in the control group. In response to question #4, "If YES, what did you find useful or helpful, and how — in relation to your own operation?", the answer from the 18 Goodwills in the experimental group are summarized below in comparison with the answers from the 12 Goodwills in the control group.

The responses have been divided into those which showed actual adoption of TGI features and those which showed more general effects of stimulation.

Experimental Group:
18 YES responses
Aspects of Tacoma actually adopted:

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1. Pattern of social and vocational behavior similar to project we conducted. Served to verify our findings.
2. We use more than a dozen of the tests from Tacoma in our evaluation program. Have ordered additional copies.
3. We have developed a Vocational Diagnostic Evaluation Center and have adopted some vocational approaches in areas of diagnoses and work adjustment.
4. General method of procedure excellent, especially the invitation to DVR counselors to attend each time their client is staffed. We use this procedure in El Paso.
5. Report has encouraged us to do more with the mentally retarded in our community. Screening techniques in the

Control Group:
12 YES responses (one YES did not comment)
Aspects of Tacoma actually adopted:

---

1. We are interested in starting a program and find we can fit many of Tacoma's plans into our own program.
2. We had a similar operation for several years. Your results in community relationships gave us some ideas. We have started to supplement them. Preliminary returns indicate they will be quite valuable.

selection of clients and methods outlined for pre-vocational evaluation and vocational training were incorporated in our own demonstration project.

6. We have developed an Evaluation Work Sample Testing Unit utilizing the Tacoma project as the base for our program. We are making an intensive study of the vocational potential and physical capacity for work with our client and utilizing some of the activities based on the Tacoma project for work conditioning.
7. Biggest help was probably stimulation of ideas. Recently we have begun pre-vocational evaluation and personnel adjustment training. For many years we had retarded clients working in our workshop on contract jobs. However, little effort was made to draw upon what talent and abilities they possessed. After reading your booklet, it further strengthened our feelings that very productive results could occur if our program were formalized to a greater extent and our entire staff was given an opportunity to realize the abilities that many of our mentally retarded clients exhibit. This year the number of placements with the retarded has also increased. We feel that part of the answer for successful placement is a good, thorough period of work adjustment training in our

workshop. I would like to compliment you on the graphic design done in your booklet, *Learning to Work.* It is one of the best pieces of work in the field of rehabilitation that has come to my attention. The graphic presentation definitely sets the feeling for the verbal presentation and gives one the desire to read it.

More General Responses from Experimental Group:

1. Our training is like Tacoma and therefore our belief in correctness of our training was strengthened.
2. Keeping for reference as we build our program.
3. Lends itself to program for potential school dropouts and provides basis for cooperative effort between a sheltered workshop and organizations interested in the retarded.
4. Most helpful was Tacoma's research on time required in rehabilitation of the retarded.
5. Gained insight into full operations of such a center. Now established at our Goodwill.
6. (Impressed with) cooperation of public school administration in Tacoma in providing teachers for the retarded in a sheltered workshop setting.
7. Found Tacoma report fruitful and beneficial in our work with the retarded.
8. (Impressed with) intake process, parent involvement, school-away-from-home approach, realistic attitude re

More General Responses from Control Group:

1. We have not put any of this into operation as yet. However, we are planning some rather drastic additions to our program and this is very definitely in our thinking.
2. We wish to learn more about the DVR-Tacoma Placement liaison and about "The Mobile Team", but we feel we require either a personal visit to the program or a copy of the complete final report.
3. We are interested in the method of operation. We are being approached by local groups who are searching for this same kind of service.
4. (Impressed with) the general plan and proposed services.
5. The organizing of this project attracted my attention. It appears to be well planned and coordinated. Sometime in the future I would like to explore possibilities for a project of this nature.
6. We are only five years old, and we are tremendously interested in the programs of

potential, recognition of need to work with the total person. Our agency uses the approach but would like to do so in a "package" such as Tacoma's.

9. Aroused our interest in developing plans for a project of our own.
10. Hope to use it to increase our services to the mentally retarded.
11. We operate an Occupational Training Center and have had a four-year grant from OVR.

other Goodwill Industries. We will be examining them constantly to see how we can expand our own program and our services.

7. Planning and description of the project will aid Goodwill Industries here in setting up similar operations at some future date, but at present there is no application we can make.
8. Only in a general way. The Jewish Vocational Services in Milwaukee has a similar service, and, being close at hand, is more convenient for us to observe.
9. We do not have the details regarding this particular project. However, since the information could be useful to our program, we are going to send for a copy of their program.

The most interesting and provocative result in the analysis of the questionnaire returns is the difference in the pamphlet group and their controls on the third and fourth questions. Note *first* the yes-no split.

COMPARISON: "If you are acquainted with the Tacoma project, did you find anything in it that really has been stimulating or applicable for your agency operation?"

Experimental Group	vs.	Control Group
Yes = 18; No = 5		Yes = 12; No = 11

(This difference almost reaches statistical significance: corrected Chi Square is 2.39, $.10 > p > .05$ in this direction.) *Second*, according to the responses summarized above, there is a higher number of actual applications of TGI features. *Third*, the responses of the experimentals appear richer and more specific both in terms of what aspects they have adopted and what aspects have particularly interested them.

It is interesting to note in these data from the Goodwills outside Region IX that when a general question is asked, such as, "Are you acquainted with the general nature, methods and results of Tacoma Goodwill Industry's VRA Project #308?" most respondents will reply

YES because in fact the project had been mentioned in the Goodwill *Newsletter* and discussed at the Goodwill meetings, etc. When the questions became more precise, however, such as #3 and #4 combined, "If you are acquainted with the Tacoma project and did find anything in it that really has been stimulating or applicable to your agency operation, *what* did you find useful or helpful and *how?*" we then find that the Goodwills outside of Region IX which received a copy of the Tacoma brochure from us reported adopting Tacoma features appreciably more often than the Goodwills which heard about the Tacoma demonstration in some other way.

The "Outside of Region IX" collateral study is not conclusive regarding the impact of mailing an easy-to-read booklet describing a demonstration project, but the experimental group does report a clearly greater number of actual applications of Tacoma features, and a richer understanding of the Tacoma project.

The Portland, Oregon, Goodwill Study

Growing out of our first year's fact-finding, we developed the hypothesis (#4) that potential users of research or demonstration findings are likely to become especially interested in that demonstration if they are invited, in a consulting capacity, to review and react to the project plan prior to its launching. An opportunity partially to test that hypothesis presented itself in the fall of 1964 when Portland Goodwill Industries received a VRA grant for Demonstration Project RD-1736, "A Work Experience Program for the Mentally Retarded in Their Last Year in School."

We arranged with the Rev. Marion Smith, Executive Director of Portland Goodwill, to send a letter (Appendix F) to a random half of the 127 Goodwills in the United States, taken from the National Goodwill roster, inviting them to comment on a summary of Portland's not-yet-started project. A follow-up letter similar to that of the preceding collateral study, inquiring about knowledge and applications of the Portland project, was sent nine months later to both experimental and control groups. Responses to this letter, however, revealed that there was some degree of mixup in the mailing from Portland—or the Goodwill communication network is too good, since some of the control Goodwills also had received the Portland summary at the outset. For example, in the reply from Baltimore, which was on the control list, their answer to question #1, "Are you acquainted with . . . Portland Goodwill Industries VRA Project RD-1736 . . . ?" was "Yes; received project summary from Executive Director, Marion Smith."

Owing to the lack of experimental control, we were unable to test this hypothesis adequately. We believe it is worth testing, however, and therefore will summarize our method and findings.

The method for testing the hypothesis was to be twofold:

1. Through comparing the responses from the experimental group with the responses of the control group to the mailing of Portland's first progress report on September 2, 1965, which included at the end an offer of a free copy of their "Manual of Procedures" upon request.
2. Through our sending a questionnaire in December, 1965, to all Goodwills in the U.S., asking: (a) whether they knew about the Portland project and, if so, how; (b) whether, if they did know of it, they found it relevant for themselves; and (c) whether they have applied the information to their own operation.

Although the experimental-control aspect of this collateral study has been clouded, and the hypothesis cannot be accepted or rejected on the basis of this collateral study, some interesting findings can be drawn from the data. Twelve of the experimental group of 63 responded by commenting in depth to the original Portland Goodwill letter which described its project.

Nine of the twelve who responded were involved with similar or related projects of their own. (The response from Community Workshops of Rhode Island, Inc., is appended as an example — Appendix G.) We do not know, however, how many of those who did not respond may also have been involved with similar projects of their own.

Similarly, fourteen Goodwills responded to the mailing of Portland's first progress report to all Goodwills by writing letters and requesting the free copy of the "Manuals of Procedures." Five of the fourteen who responded stated that they were involved in similar or related programs of their own.

The tentative inference is that dissemination of written material alone about a research or demonstration project (such as the summary of the Portland project and the invitation to comment on it) is helpful as a communication device for some persons, particularly for those already receptive for some reason, but it is not sufficient to stimulate response from any large proportion of potential users.

CHAPTER V

Consultation to Management

Hypotheses

As our research entered the third year, we developed hypotheses bearing upon the relationship between consultation which could help rehabilitation facilities define their own aims and the effect of that defining on how they received others' innovations. Challenging themselves and searching for ways to improve, the facilities would, we assumed, look with interest at the improvements others made. More specifically, the hypotheses were:

HYPOTHESIS #5: When an organization becomes involved in critical self-examination of its goals, opportunities, ways of operating and its problems, it tends to seek and explore new ways to reach those goals. It follows, then, that it will look for research, demonstrations and innovations which can help it achieve its own re-examined goals.

HYPOTHESIS #6: Skillful, catalytic outside psychological consultation to management is likely to help the organization change more rapidly and become more open in the ways hypothesized above.

Procedure

We selected an experimental group of rehabilitation facilities and offered to work with them (at no charge) in three ways:

1. As staff developers, catalysts and management consultants who have some skills in assisting an organization to explore its goals, to assess the manner in which it is attempting to achieve these goals, and to help it develop strategies for realizing them.
2. As a clearing house for information about new developments and opportunities in the field of rehabilitation.

3. As demonstrators who occasionally can provide a professional service to clients which may not be available within the organization during the time of consultation.

These functions were first outlined on a provisional basis. It was not possible to predict which aspect of an agency's operations we would focus upon before we had started work with them and could evaluate their needs as presented by the staff and as seen by our consultant. As it developed, the major role proved to be that of staff development. Transmitting information or providing direct services was relatively incidental.

In January, 1965, on the basis of suggestions from informed rehabilitation people and following site visits, ten workshops were nominated for consulting visits. They were workshops which were neither currently involved in VRA demonstration grants nor known to be currently engaged in any innovative programs. Five of these were selected as the experimental group who were to be offered free psychological consultation to management, which would include 12-15 day-long visits spread over about six months. The other five were asked if they would cooperate as controls. This required mainly that they, like the consulted agencies, would permit evaluation by an independent outside expert before and after the consultation period. The experimental and control pairs were equated for size, types of clients served, etc. Six consultants from HIRI worked with the five workshops in the experimental group. Five of the six were psychologists and one was a community development specialist. All were members of the research team working on Project #1263.

It should be noted that it was impossible to match the workshops exactly. Perhaps the most difficult to match was the Las Vegas Center which was only getting under way when the consultation started. Even though Las Vegas was relatively unique in our population of agencies, the interest in working with a shop which was still in a very malleable state prevailed. The Lincoln Training Center in Los Angeles was chosen to pair with Las Vegas. It was a small workshop like Las Vegas and it had very recently moved to a new location. Some of its problems were similar to those of Las Vegas, but it was a going concern and thus not strictly comparable. For the other shops it can be said that the matching was reasonably close though by no means perfect.

Because each consultant has his own personal style, another inevitable limitation for precise comparative purposes was the lack of control of consultant techniques. Some consultants worked only with staff while some worked with boards as well. Some consultants used problem-identification and idea-generating sessions, some did not. Some consultants were relatively directive, some saw their role as consisting mainly of listening and understanding. It should also be emphasized that consultation was not aimed specifically at influencing agencies to adopt features of Tacoma Goodwill. Rather, it was directed toward helping them define for themselves problems which they wished to attack and then assisting them in doing this. In the process of consulting, however, the relevant innovations of others could be brought into focus.

The consultation visits proceeded through August, 1965. After each visit, the consultant wrote a report. The following sample report from one of the consultants gives the flavor of the type of consultation offered. This happens to be a report of the consultant's first visit to the given workshop.

March 1, 1965

SUMMARY OF CONTACT WITH STAFF OF WORKSHOP

Consultation Visit #1:

1. I was impressed by the manner in which Mr. G's secretary spoke about the Center during our ride back from the airport. She has been made to feel an integral part of the program, primarily as a result of being asked to help out in some semi-professional areas.
2. The staff has had an addition, a counselor intern. In the morning I attended a staff meeting consisting of the project coordinator, the vocational rehabilitation counselor, the VRA counselor, the facility specialist for the State, plus one additional staff member and myself.

   This first meeting involved a review of some of the cases with which they are now working. It became evident during the review of one such case that two conferences had been spent regarding this particular individual, and that there was a difference of opinion as to whether the individual involved was extremely sick or consciously malingering in terms of his inability to follow directions as soon as the supervisor turned his back. No one was sure of what to do and when it was pointed out that they were unfairly asking themselves to make a differential diagnosis, the lack of which was keeping them from moving ahead on any planned course of action for this individual, the group began to focus on how such a need could be met within their agency structure. It was not very long before they recognized that until such time as they had the staff to handle this themselves, they could refer the individual out for the cost of these two staff conferences. This, in turn, led to their raising questions about how they might go about acquainting themselves with agencies that might be of assistance to them in such situations. I offered to help out in an emergency and demonstrate how a clinical psychologist could be of assistance in a situation such as this. This also led to their discussing the possibility of contacting the university nearby as a possible resource.

3. During lunch, the project coordinator pointed out that they were starting to look around for additional staff to work in another state agency that was now being organized. When they explained that they were considering getting the new men from the same training program from which both the VR counselor and the counselor intern came, I questioned their reasoning behind this. This led to an exchange of views as to the advantages and disadvantages of having everyone come from the same program. They arrived at the conclusion that what they wanted was to be sure new staff shared their basic philosophy, but that it would be advantageous to diversify the backgrounds of staff members so long as this first requirement was met. They are now investigating other programs as a possible source for individuals to fill the positions in question.
4. During lunch, we spoke about the entire group at the Center and the VR counselor mentioned how he had asked the secretary to assist him on several occasions with timing or correcting some test materials. When I pointed out the effect it has apparently had upon the secretary, the group was somewhat surprised and we had a lively exchange on how they might obtain many side effects (i.e., a greater esprit de corps) from certain actions without being aware of it.
5. At the afternoon conference, which included two representatives from the regular Vocational Rehabilitation Program, the extent to which the inter-agency relationship has been improved became clear. There was active, open exchange of views and ideas regarding planning and in one situation, the idea of having the counselor from the regular VR program follow through with his client even as he went through the adjustment center, was suggested and agreed to. This led to their exploring how the close working relationship between these two agencies would have a definite

and positive effect upon the relationship each agency representative had with this client in view of his background. The case in question happened to be a parole referral and I suggested the possibility of inviting the parole officer to attend those conferences which concern this client. One reason given was that it might further their efforts to educate the other agencies, i.e., parole, as to the way in which the Center desires to work cooperatively with everyone rather than take over and build an empire. This was heartily accepted.

6. The VR counselor asked for some information regarding tests that might be of help to him and was very grateful to have the article dealing with the evaluation of the mentally retarded that appeared in the Vineland Training Bulletin brought to his attention. We agreed that I would attempt to spend two days on each of several trips in order to enable me to observe how they are functioning and to be in a better position to share my reactions and possibly make suggestions.
7. Since my visit, I received a letter from the project coordinator requesting me to address the Southern Unit of National Rehabilitation Association on my next visit.

We spent some time again discussing the goals and objectives of the Agency which have now become a little more clearly defined and limited. They have set up three stages for their own development. The first stage is to function as an evaluation center and this is already in progress. The second stage is to have a work-adjustment program which they are now planning for, and a final stage which they want to grow into is to provide some training with the eventual goal of having all three of these areas become more integrated. This is an enthusiastic and open-minded group of individuals who have become more comfortable with each other in the short time they have been together.

____

(Consultant's Name)

Evaluation of Findings

The major finding from this portion of our study is that the consultation stimulated change and progressive development in the five consulted workshops. This finding came from comparing the change in each consulted shop with the change in its matched control.

Since in any transaction such as this, be it psychotherapy or marriage, the opinions of the participants about what they are gaining from the relationship may be highly colored by subjective factors, the experimental plan included evaluation of the change by an outside expert. We were fortunate to obtain for this evaluation task the services of Mr. Isadore Salkind, Director, Training Program for Workshop Administration, University of San Francisco. Mr. Salkind combined a familiarity with the operations of workshops with a disinterested distance from the consultation. During February of 1965, before any consultation took place, Mr. Salkind visited all ten of the workshops selected for experimentals and controls. Later, during September of 1965, when consultation was finished, he visited these same workshops once again. On both occasions he made ratings of them and their operations on a 53-item Rehabilitation Factors Rating Scale (Appendix H), which he had prepared.

This scale was designed to provide a comprehensive overview of workshop effectiveness. Following the consultation it was decided to develop two additional scales which would highlight more prominently the particular factors which the consultation was designed to affect. The first scale — which covered both attitudinal and operational factors — was composed of 60 items, and was called the Rehabilitation Agency Change Record. Since it was thought that a scale of this length might be too laborious for an agency itself to fill out, a shorter 16-item condensation was also developed. These two scales are appended (Appendices I & J).

The three different scales turned out to be measuring much the same thing. Taking the Salkind ratings of the ten workshops, consulted and control, the rank order correlations were computed between the changes as shown in the 53-item After-Before differences and those on the 16-item and 60-item scales. The correlations were quite high: .881 for the After-Before and the 16-item scale; .881 for the After-Before and the 60-item scale; and .866 for the 16-item and 60-item scale.

The results most central to the hypotheses underlying the consultation are the comparisons of the After-Before differences as rated by Mr. Salkind for the consulted and their matched control agencies. The net changes in ratings for each item between the two occasions represent the change during the consultation period. These changes were then summed for all ten workshops.

These sums are shown in Table 3. The consulted-control differences were positive in all cases. Using Wilcoxon's (33) Signed Rank Test, this result is significant beyond the .05 probability level (one-tailed test). Consultation apparently improved these agencies as rehabilitation agencies. It is important to note that Mr. Salkind did not know which agencies were being consulted, though inevitably he found out that some agencies had received consultant visitors in the course of his second visit. In at least one case after his second visit he guessed that one agency was consulted which actually was a control.

Consultation could not be expected to affect all aspects of the agency

Table 3

Differences Between After and Before
Salkind Ratings on Rehabilitation Factors Rating Scale

			Direct	Indirect Operational	Irrelevant
		Total*	D	O	I
Vocational Adjustment Center, Las Vegas	(E)	17	8	8	0
Lincoln Training Center, El Monte	(C)	5	2	4	-1
Difference		12	6	4	1
Volunteers of America, LA	(E)	7	5	2	0
Goodwill Industries, Seattle	(C)	-1	-1	0	1
Difference		8	6	2	-1
Goodwill Industries, SF	(E)	17	5	3	2
Goodwill Industries, Sacramento	(C)	11	1	5	1
Difference		6	4	-2	1
United Cerebral Palsy Assn., Seattle	(E)	0	0	0	0
United Cerebral Palsy Assn., LA	(C)	-25	-5	-4	-7
Difference		25	5	4	7
Applied Industries, Kelso	(E)	14	7	2	2
Assoc. for Retarded Children, Sacramento	(C)	4	2	3	-1
Difference		10	5	-1	3

Summary of experimental (consulted) and control agencies

	Total	D	O	I
	+12, +8 +6, +25,+10	+6, +6, +4 +5, +5	+4, +2 -2, +4 -1	+1, -1 +1, +7 +3
p**	< .05	<.05	> .10	<.10

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* The Total contains Direct, Operational and Irrelevant items in addition to some items on whose category placement the judges could not agree.

** One-tailed test using Wilcoxon's Signed Rank Test.

E = Experimental

C = Control

equally. For example, it was supposed that consultation might have its most important impact upon staff relations. Following the consultation, the six consultants went over the 53 items on the Rehabilitation Factors Rating Scale classifying each item as:

1. Reflecting the *direct* effects of consultation (D).
2. Reflecting the *operational* factors which would be only indirectly affected by consultation (O).
3. Reflecting aspects of workshop operations for which consultation would be *irrelevant* (I).

Table 4

Salkind Change Ratings on 60-Item Rehabilitation Agency Change Record

		Total	Direct	Operational
Vocational Adjustment Center, Las Vegas	(E)	51	23	28
Lincoln Training Center, El Monte	(C)	12	3	9
Volunteers of America, LA	(E)	9	9	0
Goodwill Industries, Seattle	(C)	7	0	7
Goodwill Industries, SF	(E)	13	8	5
Goodwill Industries, Sacramento	(C)	10	6	4
United Cerebral Palsy Assn., Seattle	(E)	2	2	0
United Cerebral Palsy Assn., LA	(C)	-1	3	-4
Applied Industries, Kelso	(E)	20	8	12
Assoc. for Retarded Children, Sacramento	(C)	6	3	3

Summary of differences between experimental (consulted) and control agencies

	Total	Direct	Operational
	39, 2, 3, 3, 14	20, 9, 2, -1, 5	19, -7, 1, 4, 9
p*	< .05	<05 <p <.10	> .10

---

* One-tailed test using Wilcoxon's Signed Rank Test

E = Experimental

C = Control

An item was placed in one of the three scales whenever four or more of the six consultants were in agreement about its placement. The letters opposite the items in Appendix H show the scale to which each item belongs. For items without a letter there was not a clear agreement among consultants.

A breakdown of the results in Table 3 of the After-Before differences in the three classes of items yields some interesting results. It will be seen that all of the consulted-control differences are positive for the Direct scale. Thus, these results are the same as those for the total scale ($p < .05$).

On the items directly related to the consultation efforts, the consulted agencies benefited more than did the controls during the given time period. The results for the operational and irrelevant items were in the same direction, but achieved somewhat lower levels of statistical significance. The results for the Salkind ratings on the 60-item and the 16-item Rehabilitation Agency Change Record are shown in Tables

Table 5

Salkind Change Ratings on 16-Item Change Scale

		Score	Differences
Vocational Adjustment Center, Las Vegas	(E)	27	23
Lincoln Training Center, El Monte	(C)	4	
Volunteers of America, LA	(E)	9	5
Goodwill Industries, Seattle	(C)	4	
Goodwill Industries, SF	(E)	9	-4
Goodwill Industries, Sacramento	(C)	13	
United Cerebral Palsy Assn., Seattle	(E)	3	0
United Cerebral Palsy Assn., LA	(C)	3	
Applied Industries, Kelso	(E)	13	9
Assoc. for Retarded Children, Sacramento	(C)	4	

p = < .15
one-tailed

E = Experimental

C = Control

4 and 5. The results are all in the same direction, showing a greater positive change for consulted agencies than for controls, but they are at varying levels of significance. For the total 60 items the positive change is significant at the .05 level. The Direct scale shows a more positive change than does the Operational scale. On the 16-item Change Scale (Table 5), the change is in the same direction, but the probability here is about .15.

The items reflecting the most marked superiority of consulted agency over controls are 1, 3, 53, 54 on the 60-item scale (Appendix I); and 3, 5, 7, 14, 15, on the 16-item scale (Appendix J). It is noteworthy

Table 6

Summary of Total Changes as Reported by Mr. Salkind and HIRI Consultants Using the 60-Item Rehabilitation Agency Change Record (Experimental Facilities Only)

	TOTAL		DIRECT[1]		OPERATIONAL	
	Salkind[2]	Consultants	Salkind	Consultants	Salkind	Consultants
Vocational Adjustment Center, Las Vegas	51	82	23	40	28	42
Volunteers of America, Los Angeles	9	22	9	18	0	4
Goodwill Industries, San Francisco	13	23½(a)	8	15½(a)	5	8(a)
United Cerebral Palsy Assn., Seattle	2	38	2	19	0	19
Applied Industries, Kelso	20	40	8	17	12	23
	95	205½	50	109½	45	96

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[1] Twenty-four items are categorized as capable of showing direct effects and 36 items are considered operational in their effects

[2] Out of a total of 300 possible single ratings (5 facilities x 60 items), Mr. Salkind was unable to provide 18 ratings

[a] Represents the average combined ratings of two consultants

that these are all items having to do with communications, not only within the agency but outside it. It can be concluded that consultation in these cases had its most striking effect within the area of facilitating communications, and that this outcome was related to the goals or focus of the consultants.

Following the consultation period, each of the consultants rated (in retrospect) the workshop he had worked with. The results of the total change which they perceived (using the 60-item Rehabilitation Agency Change Record) are shown in Table 6. This table also repeats Mr. Salkind's rating using the same scale.

The results indicate a significantly higher positive change reported by the consultant compared with Mr. Salkind's ratings. This is true both on direct effects (D) and on operational effects (O). Also, for each individual agency, the consultants have indicated higher rates of change than has Mr. Salkind. Table 7 compares consultants' ratings,

Table 7

Ratings Using 16-Item Scale as Reported by Mr. Salkind, HIRI Consultants, and by the Five Experimental (Consulted) and Five Control Facilities
(Summary of total change reported)

		Salkind	Consultants	Agencies
Vocational Adjustment Center, Las Vegas	(E)	27	31	35
Lincoln Training Center, El Monte	(C)	4		38
Volunteers of America, LA	(E)	9	13	21
Goodwill Industries, Seattle	(C)	4		28
Goodwill Industries, SF	(E)	9	9(a)	26
Goodwill Industries, Sacramento	(C)	13		35
United Cerebral Palsy Assn.,Seattle	(E)	3	9	12
United Cerebral Palsy Assn., LA	(C)	3		21
Applied Industries, Kelso	(E)	13	12	31
Assoc. for Retarded Children, Sacramento	(C)	4		39

E = Experimental

C = Control

(a) represents combined rating of two consultant.

Table 8

CORRELATIONS OF INDEPENDENT EVALUATOR'S RATINGS, CONSULTANT RATINGS, AND FACILITY SELF-RATINGS OF CHANGE ON THE 16- AND 60-ITEM SCALES FOR CONSULTED AND CONTROL FACILITIES

	Las Vegas Adj. Cen.	Lincoln Tng. Cen.	V. of A. L.A.	GWI Seattle	GWI[1] S.F.	GWI Scto.	UCP Seattle	UCP L.A.	Appl. Ind.	Work Tng. Cen. Scto.
Evaluator x Consultant (60 Item)	.309*		.229		.288* .217		.367**		-.022	
Evaluator x Consultant (16 Item)	.045		.484*		.332 .288		-.156		-.097	
Evaluator x Facility (16 Item)	.300	.271	.522*	.518*	-.542	.068	.480*	.360	.136	-.295
Consultant x Facility (16 Item)	-.041		-.114		.115 .466*		-.325		.227	

[1] There were two consultants at Goodwill Industries, San Francisco

* $p < .05$

** $p < .01$

those of Mr. Salkind and each rehabilitation agency's self-rating on the 16-item Change Scale.

Each workshop rated its own degree of progress or change higher or greater than either Mr. Salkind or the consultants rated it. These data suggest that people will be more inclined to rate a workshop as changing in a progressive direction the more closely identified they are with that workshop.

Table 8 shows the correlations among independent evaluator's ratings, consultants' ratings and agency self-ratings of change. The small size of these correlations bespeaks little agreement among the various categories of raters. The eyes of different beholders sometimes saw different things! A further commentary on these various findings will be made in the next chapter.

CHAPTER VI

Discussion and Implications

Recapitulation of Hypotheses and Findings

Before going into a discussion of the results of our several studies and then proceeding to what we think are their implications for rehabilitation, let us now take another look at our hypotheses to review how they fared in the experimental testing.

HYPOTHESIS #1: If promising research or demonsration findings are reported in easily readable, brief and non-technical form, and are widely distributed to potential users, the chances of their having impact and being used will be increased.

Finding: The chances of impact will be increased, but not as much as was thought. The impact is greatest where interest already has been established in that area, and the soil of receptivity is thus fertile. The booklet seemed to have a generally stimulating effect and in some cases contributed to the adoption of Tacoma features.

HYPOTHESIS #2: If potential users of the research or demonstration attend a conference where they can discuss the innovation and see it in operation by a site visit, use of the innovative research or demonstration is likely to be significantly facilitated, especially if there also is an opportunity for the conferees to tell each other about their own innovative programs or practices.

Finding: This hypothesis has been clearly supported by the present study.

HYPOTHESIS #3: If rehabilitation workers who have heard about and seen an innovative demonstration elsewhere are later visited in their own agency by a member of the demonstration project staff, that added increment of face-to-face communication on one's own premises and with one's own working group is likely further to promote the use of the innovation.

Finding: The results of this study do not support this hypothesis — perhaps because the "missionary" visit constitutes an input of diminishing returns after the exposure to the booklet, site-visit and conference which preceded it. On the other hand, only one particular "missionary" was used in this study; thus the approach has not been tested adequately.

HYPOTHESIS #4: Potential users of research or demonstration findings are likely to have greater interest in the results of that demonstration if they are invited, in a consulting capacity, to review and react to the project plan before it is launched.

Finding: The evidence neither clearly confirmed nor rejected this hypothesis; it needs further testing.

HYPOTHESIS #5: When an organization becomes involved in critical self-examination of its goals, opportunities, ways of operating and its problems, it tends to seek and explore new ways of reaching these goals. In this process it will look for research, demonstrations and innovations which can help it achieve its own re-examined goals.

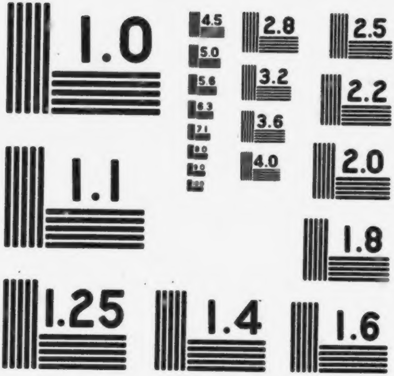
Finding: This hypothesis was not formally tested apart from hypothesis #6 below. Information from visits to some of the experimental agencies, as well as observation of Tacoma and Portland Goodwill Industries, offers evidence that non-defensive self-examination of goals and opportunities, even in the absence of having any catalytic or resource-person or "gadfly" to help from outside consultation, can result in developing and using innovations.

HYPOTHESIS #6: Psychological consultation to management is likely to help the organization change more rapidly and become more open in these hypothesized ways.

Finding: The consulted agencies did change significantly more than the control agencies. There is some evidence that these agencies also reached *outside* for innovation as a consequence of the consultation, but this portion of the hypothesis needs further study.

Increments of Communication Study

The findings of the communication study seem to be rather straightforward. As shown by the total scores of progressive change it would appear that all the increments had the predicted, desired


1.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0
10
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

effects, although it was not clear that the third increment added appreciably to whatever had been gained from the first two increments. For the *specific* adoption of Tacoma Goodwill innovations it would appear that the conference was most effective.

One comment should be made here, however. Many of the TGI innovations implemented by others were not necessarily limited to or bound up with giving work experience to adult retardates. Some were changes in the direction of general improvement of operation. Making the board of directors more representative or having more rehabilitation people from the community participating in staff meetings are types of innovations which might be applied to many situations and to many different kinds of operations. Tacoma-related innovations were scored positively only when the interviewed agency specifically mentioned one of the increments of communication as being the actual stimulus for the change. The relatively small number of agencies which actually did this may under-represent the number who were in some way influenced to become, at least in a general way, like Tacoma Goodwill. This consideration makes the increase in general "progressiveness" associated with the Tacoma booklet somewhat more understandable.

What then, in sum, seem to be the immediate implications of the communication study?

FIRST, it would seem that for workshops as a whole, any outside contact is stimulating. Letting them know that there is a large field of rehabilitation in which many people are working helps them see their own potentialities. This seemed to be one basic effect which was associated with the booklet distribution. From the telephone interviews and from other comments, we also conclude that readable reports such as this are likely to be of clearly significant stimulus value *primarily* to agencies which already are oriented toward innovation and are looking for new ideas.

SECOND, it would seem that the conference was particularly effective as a means of communication. This was substantiated in several ways. The comments which came back, both in the immediate post-conference questionnaire and to the interviewer whom the workshops did not then know to be connected in any way with our organization, were unanimous in agreeing that the conference had been a valuable experience.

In addition to this "testimonial" evidence, it should be noted that those Tacoma-related innovations which did occur as a result of the increments of communication seemed to stem from the conference.

This fact constitutes independent evidence for the communication impact of this type of conference. Apparently the exposure to the Tacoma workshop and to the Tacoma people, along with the kind of support participants received from colleagues at the conference, was most effective in breaking down some barriers to the spread of the innovations.

THIRD, it would seem that the "missionary" visit by someone from an innovative agency to others who already are rather well acquainted with the innovation through having (1) read reports about it, (2) seen it in operation through a site visit, and (3) discussed it at a conference, is not a worthwhile additional increment of communication for the facilitation of research utilization. Since only one "missionary" was used in this study, however, this approach has not been tested adequately.

A by-product of the communications study was finding out how practicable and useful were the telephone interviews we made in the process of evaluation. In a geographically widespread study such as the one which we undertook, the cost of site interviewing is prohibitive. Yet written questionnaires have the defects of being necessarily superficial and having a large dropout of people who fail to return their questionnaires and thus are lost from the sample. It is as though the potential respondent is saying to himself, "Why should I take the time to fill out their questionnaire if they won't take the time to talk to me?" It is always a problem to determine how this dropout biases the sample to favor getting results from those who are more cooperative or docile.

Mr. Wickland's observations concerning the telephone interview methodology are contained in the following memorandum from him to our research team:

> I feel quite strongly that the site-visit interview is the method of choice for obtaining agency change data as well as adding helpful insight into the operations problems and hopes of the agencies. However, the phone interview offers certain advantages. It is, first of all, much faster and cheaper than the site visits and it offers certain other advantages over the mailed questionnaire.
>
> Out of sixty-five attempts, only five agencies refused to cooperate on a telephone interview. Of these five refusals, three were local agencies who felt that if we really wanted to interview we could make a site visit. In contrast, a return rate of only 40% to 50% on mailed questionnaires is not uncommon. Also, in the telephone interviews one may ask that answers be

other than perfunctory and if they are unclear, further explanation can be requested at the time.

In talking to agency directors I felt that I got a much better understanding of the agency than one could get from a questionnaire, however carefully answered, though it does not approach the understanding one gains from a site visit. It was surprising how easily rapport was established and how considerable frankness was exhibited without much interviewer effort among the agencies that would agree to the telephone interview. The telephone interview approach, considering the low resistance to the idea on the part of agency directors, could well become a valuable technique in survey type research. We also found that it is quite possible to get satisfactory tape recordings of the telephone interviews.

The Consultation Demonstration

The findings on the results of consultation seem relatively clear-cut. As compared with their controls, the consulted agencies indicated a greater preponderance of constructive change from the period *before* to the period *after* the consultation in the opinion of the expert, independent observer. This change seemed more related to attitudinal factors which the consultants hoped to influence directly than to operational factors which they hoped to influence only indirectly. More specifically, the consultation seemed to open up communications within the agencies and to make them more responsive to communications from without. The consultants were able to bring together people on staff, board, and from the community. In some cases, public information committees were established. It remains to be seen whether opening of channels of communication will be reflected in more effective long-run operational changes.

An operational change such as the development of a better cost accounting system was an exception rather than the rule. It should be noted that the consultants did not seek to provide direct services to clients. It was felt that such an aim would not be an efficient use of time-limited psychological consultation to workshop managers and supervisors.

One may question the extent to which attitudinal change results in operational change. The consultation, as we have said, was more successfully related to attitudinal change than it was to operational change, and quite understandably so. The assumption that changes in attitudes within an organization lead to operational changes is one which is supported by some of the research in industrial psychology and is frequently propounded by behavioral science theorists. It is clear that further study of consultation using the experience gained in this project would contribute to a more valid evaluation of this assumption. Our data strongly suggest that, whatever the limits of consultation in the encouragement of operational change, this method is valuable even if its effects are limited to changes in attitudes, feelings, and personal relationships. Given more time, consultation may prove to have more marked positive effects upon agency operations.

One interesting finding was the ease with which the agencies accepted consultation. As Mr. Wickland, our independent interviewer, remarked in a report emerging from his interviews:

> I felt I could sense the potential for consultation in the personal visits I made to agencies and that even though my approach was very non-directive and mainly that of an interested listener, a good relationship was rapidly established. Often I was asked if I was in a position to act as a consultant to an agency or could return and talk further, and the like. I think from this it is clear that it is rather easy to open the door at least.

A number of positive effects of psychological consultation were demonstrated in the course of the study. One was the stimulation resulting from having a new person with a fresh background and a new point of view interacting with the agency staff. They enabled workshop people to see what they were doing through new eyes.

A second effect of consultation was to enhance communication. Acting as honest brokers and as objective and impartial go-betweens, the consultants were able to bring together people from staff, board, and from the community.

The consultants sometimes used group participative problem-solving techniques to bring out the resources of all the agency people. On other occasions consultants worked to make the staff more sensitive and attentive to the needs and opinions of clients. One rehabilitation counselor commented that "what I found to be the most valuable outcome of the consultation was the change in my own attitudes; I'll take that with me wherever I go."

Still another effect of consultation was simply the support and encouragement which it gave to the agency. As one workshop put it: "Having a consultant made us feel that what we were doing was important." In one way or another all the consultants were supportive of the workshops. This interest, recognition and encouragement gave the workshop staffs, according to their own reports, confidence to try many new things.

Another effect of consultation was the development of a capacity for self-criticism and objectivity. In a sense this came as a consequence of the previous three effects. Supported by the recognition that what they were doing was appreciated, having the stimulus of a fresh and objective point of view, and hearing more clearly and comfortably the varying views of staff, board, and clients, the workshops were able to see their operations in perspective. In many cases this enabled them to view their own operations without defensiveness and to see those of other agencies without undue competitiveness. They could more clearly identify agency objectives and deal with their own shortcomings without feeling that the fundamental worth of what they were doing was thereby being impugned.

Finally, and perhaps as a vector resultant of all the previously mentioned influences, the workshops became better able to do things for themselves.

One example of this is the following excerpt from one consultant's report, dated August 5, 1965:

> Mr. Blank is taking seriously the new ideas that are coming out of the consultation visits. At the end of the staff luncheon today he proceeded to describe a new plan in his own development, and to firm up the agenda for our last two visits this month.
>
> He spoke of his enrollment in an extension course given by the School of Business Administration at the local university on a variety of topics relative to the running of private and public agencies. This kind of voluntary moving out into new exposures, especially where he is rubbing elbows with other agency directors, is pretty rare. Further, he then asked that we not forget our plans for meeting with the total group of clients in the Center for a brain-picking session, and such a meeting was set up for 6 p.m., Wednesday, two weeks hence. He also showed a great deal of interest in understanding thoroughly the whole intent of the research project, the relationship of the various people with whom he has now had contact, and whether the final written reports might not be ultimately made available to him so that not only would he have another view of his organization, but might pass it on to other agencies like his throughout the country. His enthusiasm for this interaction between staff and clients which has been going on in the last few weeks has now spread to where he has been conferencing with the national coordinator of his agency group and explaining to him the new approach in his own Center for getting not only better information, but conceivably better production.

> The meeting was terminated by a call to two of his staff associates . . . to identify what *they* considered to be a priority list of programs among all those we talked about . . .

The consultants acted very consciously as catalysts and resource persons. They tried through question and comment to enable the workshops to see the barriers which were holding them back from more effective accomplishment. One goal of consultation was to enable the workshop staffs to say, "We did it for ourselves."

The fact that consultation seemed to affect communications primarily and operations only secondarily raises some interesting questions meriting further investigation, e.g.:

> What is the relationship between the social-communication changes which were observed and the day-to-day operations of rehabilitation agencies?
>
> Would the communication changes reflect themselves after a time lag in more pronounced operational changes than the ones which were observed? The assessment of consultation immediately after the admittedly short period of six months of consultation probably is a premature test of the value of consultants. Would their long-term effects be greater and more extended?
>
> What difference would it make in the kind of changes which were observed if the consultants deliberately were to focus their efforts on program and operational changes rather than on staff development and communication facilitation?
>
> What influence does the consultation and the consultation-induced communication and operational changes have upon the success which the agency has with its clients?

The results show that consultation did not produce the same magnitude of change in all agencies. It would be valuable to know how the following factors relate to the effects of consultation:

> *Level of development of the agency.* Are new agencies more susceptible to the influences of consultation?
>
> *Size of agency.* Does a large agency require more consultation visits than a small one in order to make significant impact?
>
> *Agency structure.* In what types of situations should consultation be mainly with the director, in what ones mainly with the staff, in what ones mainly with the board, and in what ones should combinations of these groups be seen?

A View of Rehabilitation Agencies

Many problems of change in workshops are a function of size. The big workshop is exemplified by relatively large, rationalized and bureaucratic organizations like Goodwill Industries of San Francisco. The small workshop is exemplified by shops like Applied Industries of Kelso. Many, perhaps most, workshops fall between these two extremes but these two illustrate the poles and the special problems which they present.

The large shop feels the pressure of standardization. Standard operating procedures are developed, rules and regulations proliferate. In a relatively large organization communication may be defective or it may be impersonal. One solution may be centralization of authority, but since the responsibility for getting jobs done is necessarily diffuse, attempted centralization leads to frictions and wasted energies. The tendency is to prescribe uniformity, to bring mavericks into line, to stifle originality and creativeness.

In the small shop the danger is parochialism and traditionalism. A small group who have always got on well together on the basis of direct personal interaction may set themselves up as a family against what they see as a cold, indifferent, and even hostile outside world. New ideas and innovations are a danger since they may upset the delicate web of personal relationships which have been so painstakingly built up. Moreover, new ideas have difficulty penetrating into the hearthside circle of the small shop. The staff there has banded together because of compatibility; they are not likely to be diverse. Consequently new ideas are not likely to arise from within and the homogeneous group is likely to reject new ideas which come from outside.

To facilitate receptivity toward ideas for change or innovation on the part of these two kinds of organizations, different strategies may be required. For the large monolithic organizations internal differentiation and diversity should be encouraged. Autonomy must be granted and authority diffused so that a thousand flowers may bloom. It becomes necessary to set up separate centers of power within the organization, not that in-fighting should ensue but rather so that separate interests and capabilities can be encouraged. Strong and interactive people are attracted by such an organization and may be expected to thrive and hold their own in such an environment. Internal differentiation involves making the organizations more professional. Professionals are important in the big agency not just because they are expert but because they are different. They have access to a world of information and development which the ordinary rehabilitation worker does not easily come by. It is not the number of professionals involved which is crucial but rather their quality and diversity. The big organization might better be multi-disciplinary if it is to be innovative.

In the case of the small shop the potentialities for this in-house capability are less, so they must perforce develop an outside capability. For them the contacts with the community and with the larger rehabilitation world are crucial. Developing a board with the widest possible representation from business, public relations, education, law, medicine, and the psychological and social work professions would be one step in this direction. Beyond this it is important that the workshop have consultation of the most varied sort: workshop experts, industrial consultants, financial experts, psychologists, sociologists, public relations counselors, educators, physicians, and experts in the particular problem areas served by the shop. They need conferences, reports and readable accounts of innovations. Reaching outward they will thus find the stimulation and resources which the large agency can attain by internal differentiation.

A Strategy for Innovation in Vocational Rehabilitation

What do these studies teach us about innovation in the vocational rehabilitation field? What are the lessons which can be applied?

In the first place it is clear that innovations will *not be spread automatically*. There are too many barriers, both in the processes of communication and in the attitudes of the people and organizations which are to receive them, to expect that the proliferation of new ideas will take place without some prompting. *A strategy for innovation is needed.*

The first portion of this strategy requires an attack upon the various problems of *communicating credible and stimulating information* about effective innovations. Reports should be readable and attractively presented. Editorial assistance (perhaps from a VRA editorial board) in writing a readable final report might well be part of every demonstration grant budget. The budget should be so spread over the grant period that sufficient personnel time and expenses are left for a final report. Outside discussants could be invited to comment on final reports and their remarks be made parts of the published report. Professional rehabilitation journals may in some instances be made more attractive in layout and appealing to readers. The use of brief summaries, not desiccated abstracts, can help to tell the potential reader what he may find in the complete report and lead him to read it.

The problem of *communicating research results* should not be considered only at the end of the project. It should be a *factor in the initial planning.* And throughout the project the researcher should ask: How can others use this? Who can use it? How can we make it more credible and stimulating? What can we do to bring it to the attention of potential users? It should be borne in mind that demonstrations are not models that can be taken over by others. Usually only segments can be taken over, and the essential and contributing principles should be made clear and explicit.

One way of increasing the likelihood that potential users will be curious about demonstration results is to *involve them* in what the demonstration agency is doing from the outset. Potential users can become valuable consultants if they are invited to help the demonstrating agency at a time when the demonstration is only beginning and modifications are still possible. Thus, in a sense they become *co-architects of the demonstration,* and the demonstration results belong to them as well as to the demonstrating agency. Among user-consultants it is important to include some "influentials," the kind of persons whom several investigators have found important in attitude change and whom Everett Rogers (25) has found to be leaders in innovation. Convincing these influentials to adopt innovation starts a chain reaction that frequently will lead many other agencies to consider adoption for themselves.

Since face-to-face communication, where questions can be asked and comments made, seems almost always to be best, *conferences combined with trips* to other agencies should be encouraged wherever possible. Our suggestions about the conduct of conferences have already been detailed in a previous section of this report. They should allow individual participation in small groups, permit each participant to tell what *he* is doing, and give well-organized information.

Communication problems might be reduced by having special regional or national meetings at which innovators of successful projects might meet with others in the same and related fields. Personal contact with the innovators may well be a crucial condition for the optimal dissemination of new ideas. Probably the most impactful kind of personal contact is achieved when others personally can visit the demonstration site to learn by seeing the demonstration in the original setting, and then subsequently discussing implications and problems. The value of field trips and subsequent discussion is shown by the System Development Corporation (24) study of visits to sites of educational innovation and by our own experience with the trip to

Tacoma Goodwill Industries as part of a conference. The preparation we have already mentioned should be an integral part of any site visit, but, for those so prepared, the actual live presentation tells more than any written description. It has been said that the first rule for the novelist is that he should show, not tell. This same rule might be used to advantage in the presentation of new developments in vocational rehabilitation.

From the consultation part of the study came some further lessons for the spread of innovations. Rehabilitation facilities responded well to the combination of attention, information, and interest in what the facilities themselves wanted deeply to do. Could not this consultation be institutionalized in a productive fashion? The county agent system, through which the American farmer has been brought into the mainstream of a developing agricultural technology, provides a model. A system of rehabilitation agents, in VRA and in the state agencies, perhaps could do for rehabilitation discoveries what the county agents have done for agricultural ones. One way of introducing this system would be to set up *tandem teams* consisting of a *rehabilitation expert* and a *psychological consultant to management.*

The psychologist member of this team would work to help management of the facilities or service agencies in the planning, evaluating and organizing of their work. The tandem team would serve as a traveling resource or as "traveling troubadours." They would be consultants, conference-arrangers and even gadflies for the facilities in their service area. Eventually the rehabilitation expert would learn the management consulting skills of the psychologist and combine the two functions in his own consultation.

Government agencies can do much directly to set up and provide the *climate* within which innovations can take place and in which these innovations can spread. Periodic, readable *surveys of the state of the art* need to be sponsored by government and made available to all the people who are working in the rehabilitation field. These surveys of what is being done, what has been found out, and what needs to be tried, can cover a small portion of the field — a specific set of disabilities, a specific area of workshop management — but they need to be made widely available. There have been too many examples of application by analogy (cf. the manifold applications of the indigenous non-professional concept) to assume that only those in a given specialized field can use the findings in that area.

The granting function has been a powerful tool by which government agencies have encouraged innovation, but this tool can be sharpened still further. Government agencies can *pinpoint problems* which they feel need solutions, and they can encourage various agencies to work toward their solution. Projects need not be proposed full-blown by the field facility. *Seeding grants* can be used to encourage agencies to develop and plan projects. With a small outlay of grant funds, many more facilities in many more areas can be brought into the innovative process.

During this development and planning stage, governments agencies need to be involved, not as watchdogs and "kibitzers," but rather as *encouragers and facilitators*, bringing in information, asking questions, giving encouragement. In general, government granting agencies and field facilities need to think through the distinctions between contract-supported research and grant-supported research. Independence needs to be fostered so that the field facility will propose studies and demonstrations to which it is committed and which are within its capabilities.

On the other hand, the granting agency need not hesitate to state what are the problems which it feels are emergent and need to be worked on. Greater candor on both sides, grantor and funded facility, are necessary if the guessing game which goes on in the field ("What kind of a demonstration is likely to strike their current fancy?") is to be avoided.

Another portion of our strategy, less directly stemming from our experimental studies, would involve the encouraging of *diversity* in workshops. It is diversity which has, as Lévi-Strauss (14) points out, been the chief engine of social change. We have already remarked on some methods of achieving diversity in the large and small workshops, but some further remarks are in order. The key to the achievement of diversity seems to lie in bringing many *new people into involvement* with rehabilitation agencies.

Partly this is a matter of bringing in new professionals or rather of reaching out to them, for it seems apparent that the most economical progress is likely to be achieved not so frequently by the workshop's engulfing the professional in amoeboid fashion as by its using of the professional for stimulation in areas in which he may be an expert. Too often the professional has become window-dressing who exists captive within the agency and performs narrowly limited professional services. Instead he should serve as an external resource person who is invited to bring challenge and new ideas as well as specific service skills.

Diverse kinds of professionals should be used for their insights. Group workers can be useful in organizing work groups, social psychologists in measuring the attitudes of workers. Family therapists and group dynamicists could help make board and staff meetings become more productive. Those with the responsibility for leadership in vocational rehabilitation can see that fresh minds are brought in from a variety of fields of knowledge about people.

For an organization to sustain an interest in innovation and research utilization, *the climate set at the top needs to be one that encourages challenge* of existing practices and then rewards constructive efforts on the part of the staff to seek continual improvement. The key man needs to be an effective stimulator who can get people to work with him enthusiastically. The opportunity to do something significant is thereby multiplied. Thus, Tacoma Goodwill, when federal support of their Project #308 ended, maintained what they had started and, in addition, built their learnings into a new project which in turn attracted funding support.

Finally there is one resource for innovation which is often overlooked, *the workshop clients themselves.* It is probably too seldom recognized how frequently clients can be forces for change if only because they present problems which cannot be solved under the present way of doing things. To this end it would seem that a wide range of client types, including a variety of disability groups, would encourage the diversity which seems to be a prerequisite for progress. Their views may be penetrating and to the point, their suggestions may be of practical value, and certainly their feelings are important. Client councils could be a part of every workshop and some workshops should experiment with joint client-staff committees, with client representation at staff meetings and perhaps even client representation on the board.

* * * * *

This report distills the results of three years of work. We have not answered all the questions we set out to answer. Indeed we have found some further questions which need to be asked and studied at greater length. Yet we have learned some things. Communications to workshops can be improved and improved in certain specific ways. Consultation does help a workshop attain its own potential. We have developed a strategy for innovation. It needs to be tried.

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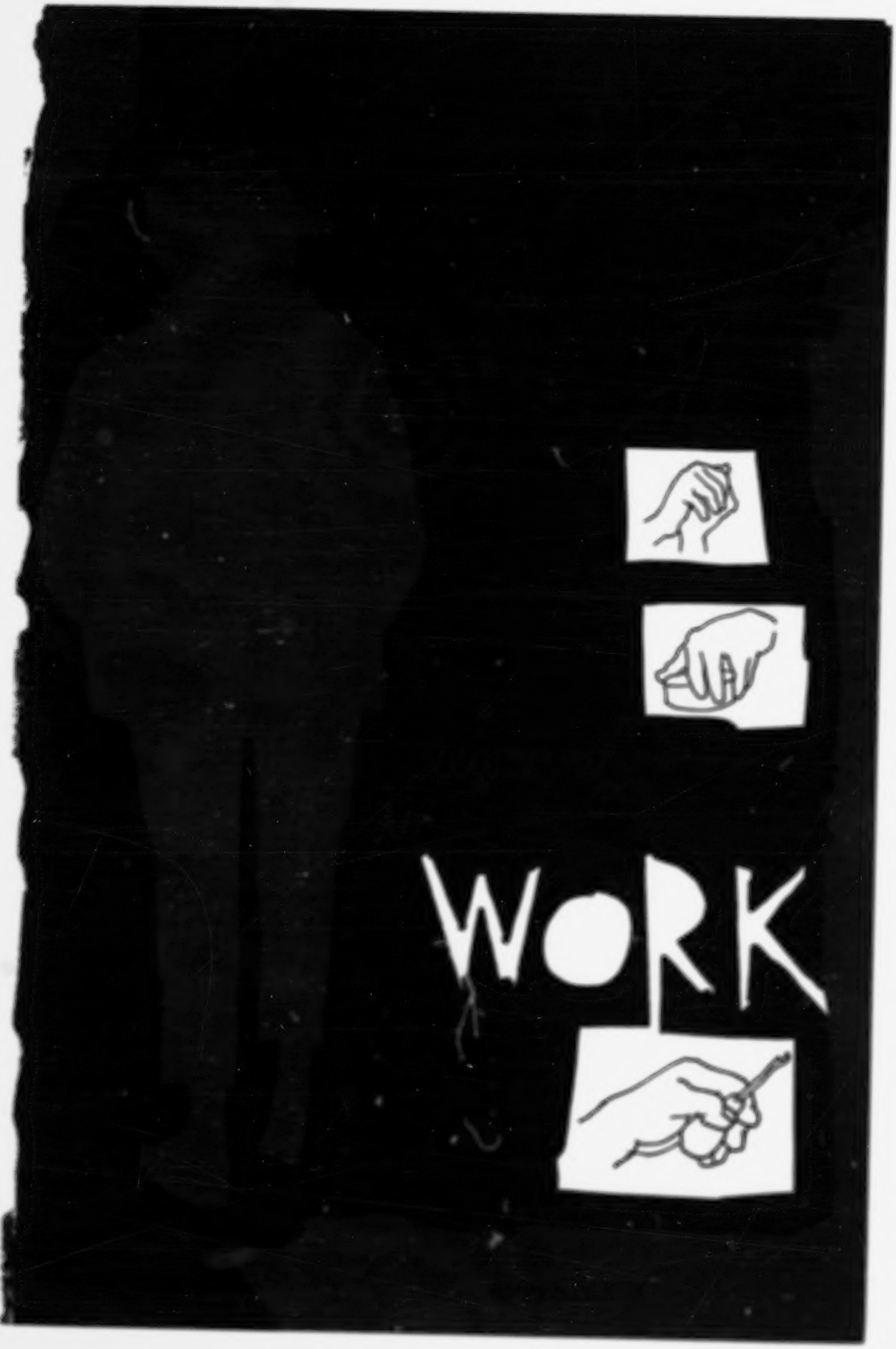
Appendices


WORK

THE TACOMA GOODWILL INDUSTRIES DEMONSTRATION PROJECT

Using a complete professional team which worked closely with state vocational counselors, a local Goodwill Industries demonstrated the practical value of a program of assessment and vocational training for young adults with moderate mental retardation. Out of 148 clients finishing the training over 60 per cent obtained and held jobs. The effects of the training were evident as much in the trainees' changed view of themselves as in the new skills which they possessed. Many methods of this project are applicable in other settings to other hard-to-reach groups presenting problems of vocational training. The present report is based upon Tacoma Goodwill's "Development of occupational and training center for the mentally retarded, V. R. A. Project 308"—James J. Sarnas, Executive Director; Alice J. Elert, Project Director.

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LEARNING TO WORK

A REPORT OF

THE HUMAN INTERACTION RESEARCH INSTITUTE

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COMMENTS

by SEYMOUR B. SARASON

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This demonstration project deserves to be brought to the attention of all those with an interest either in mental retardation or vocational rehabilitation. Aside from the fact that the report is written in a refreshingly clear style and gives the reader a well-rounded picture of what was attempted and achieved, there are several aspects of the project which deserve special emphasis. For one thing, this project was initiated and successfully carried out in a rehabilitation setting (Goodwill Industries) which did not serve the mentally retarded. The significance of this achievement deserves emphasis because there is too much of a tendency today to develop special settings for the mentally retarded, a tendency which restricts the experiences of the retarded and non-retarded individual, as well as those of the professionally trained worker. It was heartening to read in this report how serious an effort was made to react to the mentally retarded client as was ordinarily done with the non-retarded population.

Another most interesting feature of this project is "the mobile team" which visited communities not only to develop interest in providing local rehabilitation services but also to provide case service to the retarded and severely disabled in outlying areas. Since it is most unlikely in the foreseeable future that small, outlying communities can support *quality* rehabilitation services in their own areas, the mobile team concept can at least meet their needs in some measure. Is it beyond reason to think of a mobile rehabilitation center which not only provides diagnostic services, but training experiences as well?

Demonstration projects have as a major aim the awakening of community interest in a new or neglected area. I have no doubt that this project achieved this aim, particularly because of the agency within which it was organized, and the novel way in which its services were brought to other communities. One can only hope that this project can be brought to the attention of all those concerned with the vocational rehabilitation of the retarded and non-retarded individual.

INTRODUCTION

Workers in vocational rehabilitation are more and more having to deal with the hard cases. The easy ones get solved; the difficult ones remain. For many of these hard cases—the mentally retarded, the emotionally disturbed, the chronically unemployed, the dropouts from school, and even those who for one reason or other have been caught in jobs far below their potential—a really useful life seems impossible. In a world of the automatic cotton picker and chemical weedkillers, of draft boards and electronic calculators, they stand outside, a burden to others and a reproach to themselves. Yet it is among these difficult ones that the large strides in rehabilitation are likely to be made in the years ahead. This is the story of how one local agency has succeeded in salvaging the employment potential—in effect the useful lives—of some of these difficult ones, namely, young adults of abnormally low mental capacity. In this story, we believe, are lessons for work with the other kinds of hard cases.

Much attention now is being paid to the mentally retarded child, but the mentally retarded adult has been forgotten. He has passed the age where he can attend special education classes. We no longer think his problems can or should be solved by placing him in an institution. Where does he belong? Can he learn to work? Can he be trained to hold a job? It was to show that he could that the Tacoma Goodwill Industries Demonstration Project was started in 1958.

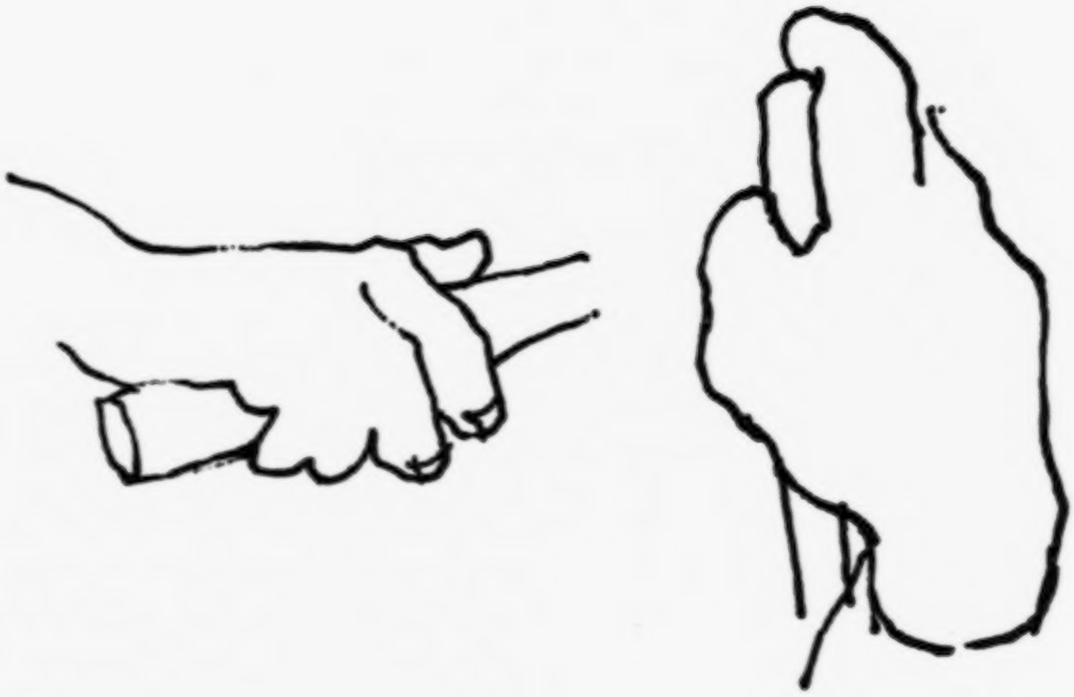
The idea was a simple one even if its execution was difficult: assemble a good professional staff representing relevant disciplines who would weigh the trainee's assets and liabilities and guide his training in work habits and in a specific job skill. In the five years of the project, 157 young adults received such training. Of this group over 60 per cent were able to move on to demonstrably more productive and self-enhancing lives. How did this achievement come about?

A number of fortunate circumstances attended the start of the Tacoma Project. First, like other Goodwill Industries, the Tacoma one receives donations of various household items—clothing and toys, divans and electric toasters. From this reusable material the Goodwill employee-trainees make saleable articles. This means that under the overall umbrella of Goodwill Industries there are shops where trainees can gain experience in dry cleaning, janitorial service, kitchen work, painting, loading trucks and many other jobs.

Another fortunate circumstance was that the Tacoma Goodwill's Board of Directors was interested in developing from a purely sheltered workshop to an agency which rehabilitated people to work in the larger community. It was partly this rehabilitation emphasis which had led them to hire an enthusiastic young executive director who wanted to start work with people whose employment problems were more severe or far-reaching than even those of the physically disabled persons who were then being served at Goodwill.

Yet another fortunate circumstance was a ferment in the community. Tacoma's 175,000 people included many mentally retarded and their families. Institutions were over-crowded, with long waiting lists. Citizens, many organized into chapters of the Washington Association for Retarded Children, demanded that something be done for these retarded young people who had been brought along, carefully, in the shelter of the schools and then at sixteen were thrown out into a world which offered them little and had nothing for them to do. The State Division of Vocational Rehabilitation was painfully conscious of the problem. Its counselors had on their hands many young people of low intelligence who couldn't find their way around well enough to look for work and who had no skill to offer if they did.

In other parts of the country something was being done to help the retarded prepare for jobs. In New York City, the Association for the Help of Retarded Children had a workshop where retarded young people were evaluated and trained in the job areas where they had the most promise. Tacoma Goodwill's director became acquainted with this and similar projects. The state Division of Vocational Rehabilitation and a consultant from the Federal Government's office of Vocational Rehabilitation encouraged him. He convinced, and was supported by, a sympathetic Board. He planned; he gathered an interested staff; he applied for a Federal grant and, when he obtained it, the project got under way.



THE STAFF AND THE TRAINEES

By itself, no one professional discipline can hope to meet the challenge posed by people who have led unproductive and directionless lives. A staff representing many special skills is needed. At Tacoma a team of social worker, psychologist, physiatrist, nurse and vocational evaluator assumed the job of shaping a meaningful training program for each trainee.

The staff set up the Project to work with retarded young adults. The aim was to take young people who had matured to working age and to take them before they had sunk into a career of dependence. They were to be from 16 to 30 years old and have IQ's below 75.

Most of the 157 trainees fitted this description. Their ages ranged from 16 to 31 but the emphasis was on the younger group so that the median age was 20. Although there was a question about 16-year-olds being sufficiently mature for admission to a work program, the Project people felt that their program should start as soon after the end of the school program as possible. The bulk of the entering trainees, therefore, were between 17 and 21.

All of the trainees had been referred as retarded and many of them had been tested at an earlier age. At admission their IQ's extended from 45 to 80, but more than 95 per cent fell in the range from 55 to 79. Many (99) had physical and psychiatric disabilities in addition to being mentally retarded. A trainee was classified as having a psychiatric disorder only if his emotional disturbance was so marked that he needed psychiatric treatment or hospitalization. Among the physical disabilities were speech, visual and hearing defects, orthopedic disabilities, epilepsy, cerebral palsy, and other neurologic disorders.

The trainees were referred to Goodwill by counselors of the Division of Vocational Rehabilitation. They came mostly from the cities of the state of Washington. Later, as word of the program got around, some came from Alaska and from the neighboring states of Idaho and Montana. Most of them were living at home before they came to Goodwill, but 24 of them, 15 per cent of the total, had been living in state institutions and frequently had lost contact with their families.

All the trainees who came to the program from public institutions were supported by public welfare funds. Of the total trainee group, 60 per cent received help from the Department of Public Assistance to cover the cost of room and board during their training period. In addition, some of the trainees from the Tacoma area who lived at home received indirect financial support through welfare payments to their families. Trainees coming from a nearby state hospital traveled daily back and forth by bus (a distance of ten miles) during the evaluation period. After they were accepted for training they were placed in community boarding homes where they received some supervision. Housing was arranged for other out-of-town trainees in individual foster homes and boarding houses. Three of the trainees were married before coming to the program, and eleven more were married by the time the Project was completed.

The trainees had varied backgrounds. All had been to school although some had gone less than one year. Education for them had meant being in special education classes or receiving special instruction in regular classes. Most of the trainees did not come directly to Goodwill from a school program. The majority had been out of school for two years or more and it was often the experience of these years out of school but without a job which made them and their families ready to accept the Goodwill training. "Everybody I knew was either working or going to school," one trainee told an interviewer, "and there I was just staying at home—it was terrible."

HOW TRAINEES WERE CHOSEN

Before entering the Program an applicant visited Goodwill—with a parent, if one was in the picture—for a day of interviews and examinations. As a starting point the Goodwill staff assembled as much background material about the applicant as they could from records of previous medical treatment, psychological testing, and school performance. The purpose of this initial step was to make a broad judgment about his vocational future. The trainee was examined medically to find out whether he needed treatment before he could start vocational training, and to learn whether he had health problems which would restrict the work he could do. Through psychological tests and interviews Goodwill learned about his level of intelligence, his ability to organize and perform a task with little guidance, and about his view of himself and other people. They also tried to get a picture, through a social history, of the home environment from which the applicant came so that they could anticipate social problems which might interfere with his capacity to work.

This assessment day also gave the applicant a chance to find out about Goodwill. He and his parents toured the premises and had the training program explained to them. Goodwill encouraged the applicant to ask questions and express his feelings about the program. On the basis of what was learned in this assessment, an Admissions Committee decided whether an applicant should be admitted to the Project. Sometimes they decided against it. It might have been that the applicant was too old, or his IQ was too high, or that he was still too socially immature to profit from the Project at the time. Goodwill did not think that everyone admitted would be certain to get a job in competitive industry. They did think it likely that even an applicant who might later be limited to sheltered employment would have his competence and sense of self-sufficiency improved by participation in the Project.

PRE-VOCATIONAL EVALUATION

After a trainee had been admitted to the program, he spent a period—typically lasting two months—trying out his abilities in various kinds of work. Goodwill found out what skills he possessed, what additional skills he might be expected to acquire, and how he behaved in a work setting. It was important to know with what attitudes a trainee approached a new job.

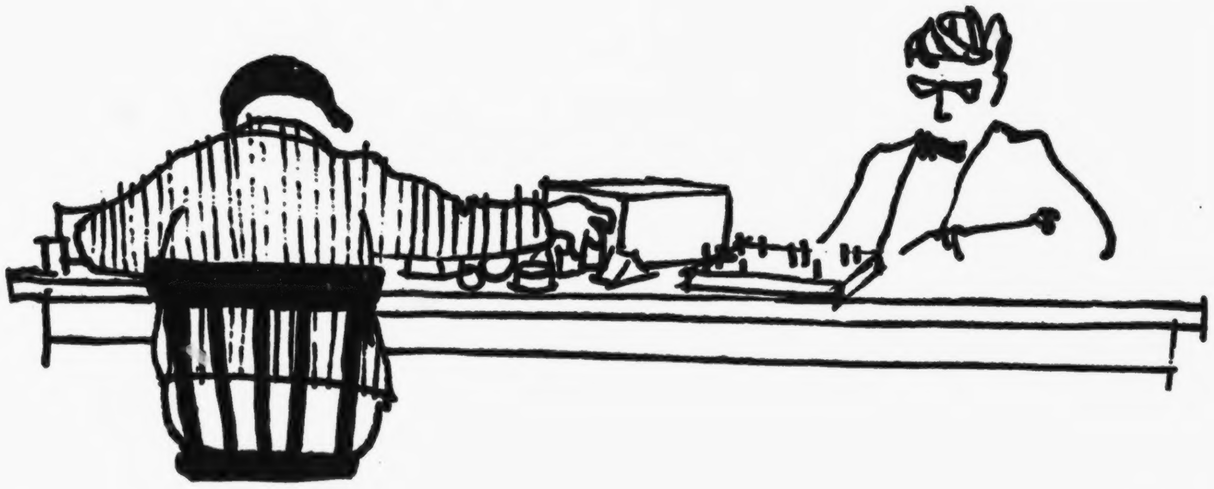
It was also during this period that a trainee began to learn what it is to become a worker. With help he filled out personnel forms; he received a time card and learned to punch a time clock. He was expected to work 6 or 8 hours a day, to keep a regular schedule, and to recognize the bells that signaled time for coffee breaks and lunch—as well as the time to return to work. He learned where the restrooms, chapel, and medical clinic were. Goodwill knew that some frightened and dependent individuals would use the clinic as a refuge where they could get personal attention not unlike that which they might receive in a sheltered home. A sympathetic but realistic nurse mixed gentleness with firmness to encourage a trainee back to the job just as soon as he was physically able.

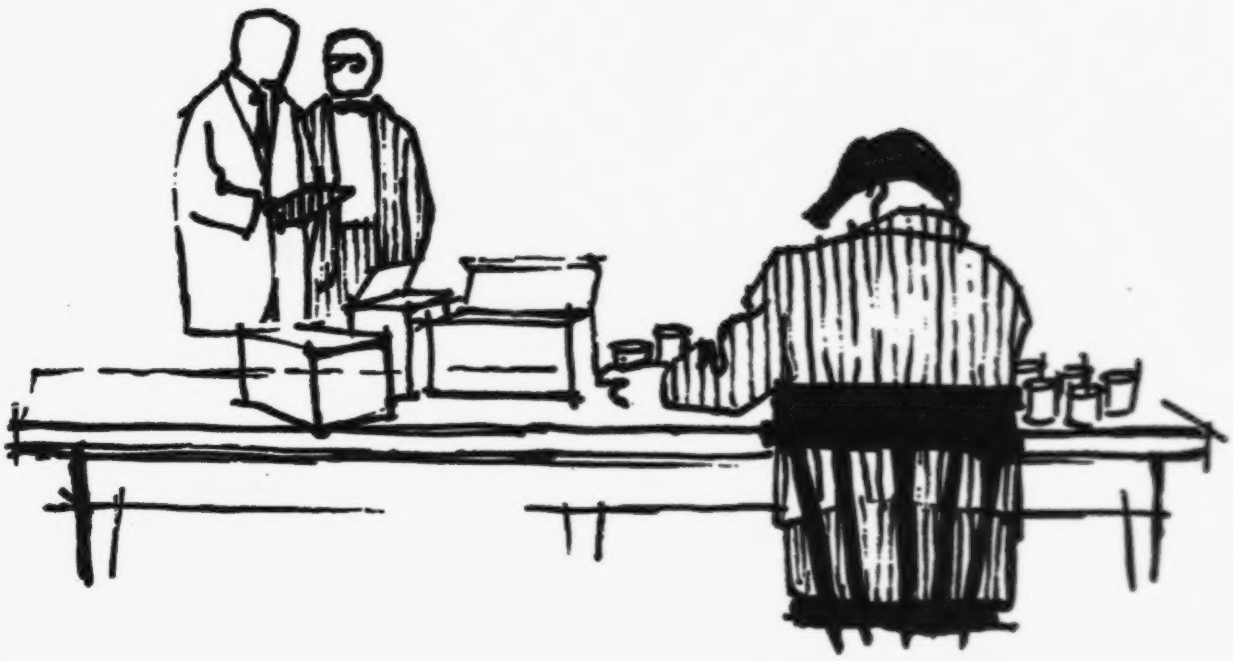
During the first week of this evaluation period, the trainee took aptitude tests measuring gross and fine muscle dexterity, as well as spatial perception. Standardized tests made it possible for the staff to compare the skill of each trainee with the level of "normal" people—that is, people who get and hold jobs in industry. The trainee also had a chance to try different kinds of work samples for which Goodwill had developed norms. These included some elementary clerical as well as mechanical tasks. During these first anxious days in the work sampling room the trainees were in a small group under one supervisor, a supportive and helpful woman.

Tests and jobs were intermingled so that the individual trainee could experience both some successes and failures. The work sampling specialist was interested in his reaction to both. As the tasks were administered individually the specialist could readily make observations of individual reactions. By the end of the first week she had a knowledge of the individual's basic skills, problems and personality characteristics.

Following this week, the trainee was given a chance to try out actual jobs in a series of approximately eight different work stations. His schedule was taken into account together with his physical and mental limitations and the interests and aptitudes he had shown. The possible work stations ran the full range of the shops and services in this Goodwill Industries. At each station a supervisor assessed the trainee's work, his attitude, and whether he might benefit from further training at that particular job. While these work station tryouts gave the trainee the feel of the jobs, they were giving the staff knowledge of how he was meshing with work.

As the staff was looking for evidence which would enable them to decide what kind of additional training, if any, the trainee should receive, each job supervisor made an extensive report of the individual's behavior in his section on a form developed at Tacoma Goodwill. This report included information about the trainee's apparent interest, his speed, and the amount and quality of his work. By the time the trainee was finished with the work try-out the staff had eight or so views of how he had fit into actual work situations. During this period the staff encouraged the trainee to make a vocational choice on the basis of having actually done a job, rather than just having heard about it.





VOCATIONAL TRAINING

At the end of the two-month pre-vocational evaluation the staff faced another decision, for now came the time to recommend the next steps toward rehabilitation, based on what they and the trainee had learned about his strengths and weaknesses. Of the trainee group, 80 per cent were recommended for further training in the program whose over-all length was generally six months or longer. The professional people and work supervisors who knew the trainee reviewed, together, all they had learned about him. In this they were joined by his state vocational counselor. Together they decided whether the trainee would go on to job training and, if so, to what kind. All the experience and reports were collated and studied. What made the best sense for him in terms of what he could do best, liked best, and at which he might get employment? Compromises had to be made, but out of the discussion came a combination plan in which all aspects of the individual's personality had been weighed.

As a result of a staff decision to continue him in the program, the trainee moved on toward active training for work. This training had two aspects. First, the trainee learned the demands which any job makes: speed, efficiency, acceptance of supervision, knowing what quality of work is required, and taking some responsibility for how one acts on the job. This training was designed to make the trainee a worker in general. As one trainee put it: "They teach you to work fast and to work good."

Second, the trainee would, hopefully, develop a job skill for which he could find a buyer. The young people in this program had so many minus signs attached to them when they applied for a job that any possible pluses of experience or skill were doubly important.

For those who needed special training just to meet the demands of work there was a special General Work Readiness program. This consisted of subcontract work, repetitive and simple jobs but ones in which both production and the quality of work are readily apparent to trainee and supervisor. In the course of his work there the trainee might learn how to use a ruler, a stapler, a cutter or a drill press. More importantly, he learned what it was to work at something within his ability.

After this preliminary training, most trainees graduated to more specific job training in one of numerous work training stations. Training included the following types of employment: contract shop, domestic service, dry cleaning and pressing, electrical appliance repair, janitorial services, kitchen work, laundry work, maintenance, materials handling, metal work, painting, printing, sales, shoe repair, upholstery work, and woodwork. Trainees received supervised, on-the-job training during an eight-hour day, five days a week. Some trainees, who were not ready at this time to train for the competitive job market, moved on to sheltered workshop placements at a higher level of functioning than that at which they had come.

The job settings in which the trainees were learning to work were realistic since Goodwill has a job to do: repairing donated materials so that the money from their sale can support the operation. Since, at this point, the trainees began to receive wages, they could be asked to earn their own way, just as later they would have to earn their way in a more demanding job in private industry.

Except for a brief peri
during which time her
not improved, Dorothy
her grandmother. Trai
a domestic, she has no
three years as a mother

In spite of th
family and
education prog
a job. Aft
he now wor

Tom spent 20 years in a state institution for the retarded. Following training, he now is self-supporting, living independently and earns $1.50 an hour as a service employee in an industrial sheltered workshop.

d in an institution,
employability was
was brought up by
d at Goodwill as
y worked steadily for
's helper.

e efforts of a supportive
he public schools' special
am, Jerry could not hold
r his Goodwill training,
s steadily in the kitchen
of a large private club.

Some trainees spent two of these eight training hours daily receiving classroom instruction from a special education teacher. This concentrated on special skills whose lack would stand in the way of their getting a job; i.e. reading, handling money, doing simple arithmetic. Perhaps equally important was the guidance and training the nurse gave them in health, diet and grooming. Learning to keep themselves clean, to trim their fingernails and comb their hair was of no small importance to the future of many of these young trainees who were to work alongside people of normal intelligence.

What did the trainees really learn in this job training? Learning a skill and the demands of work are what is most readily apparent. Yet there seems to be a subtler, and perhaps no less important, kind of learning which went on in these retarded trainees. They were learning to take a new view of themselves. "I don't know how they put up with me at first when I came here," one trainee said. "I seemed to do everything wrong. But they don't scold you none. Now I do a lot better." Gradually these retarded individuals found they could be of use to somebody. For many it was a revelation.

THE RESULTS

In the long run, this program of learning to work stands or falls on whether it got the trainees out on jobs they could hold. When the rehabilitation staff decided that a trainee was ready (usually after six months or more of vocational training), the vocational counselor tried to place him in a job. Like a good matchmaker he tried to prepare the trainee for what he could expect of the employer and the employer for what he could expect of the trainee. In this he was helped by Goodwill's knowledge of the trainee's personality and skills.

To evaluate the success the counselor had in placing the Goodwill graduates one must understand that all of these trainees came to Goodwill, initially, because they were unable to find regular employment. Some might have been able to get along in a sheltered workshop, but most were completely unprepared for any kind of work. Of the 148 trainees who completed the program by September, 1963 (9 were still in training), 93, or 63 per cent, had been gainfully employed for more than three months. These are the types of work they were able to get:

Domestic (including girls who after employment became housewives)	24
Contract (work in sheltered sewing where some money is earned)	20
Goodwill Industries (not necessarily Tacoma)	10
Janitorial	9
Agricultural	8
Food Handling	6
Nursery	6
Laundry	2
Factory	1
Miscellaneous	7

Among the 47 persons who remained unemployed, some could have worked in a sheltered workshop if one had been available in their community. Goodwill feels that all of them are further along toward independent living than they were when they first entered the program.

To account for the other 17 trainees: 9 were still in training, 4 returned to school (either public or vocational) and there were 4 who had moved away and about whom further information was unavailable.

Perhaps the best index of the success of the Project is the fact that the state Division of Vocational Rehabilitation is using the Goodwill plan and supporting it through tuition fees now that the Federal support money has stopped.

SOME OTHER RESULTS

The trainees moved out of the sheltered environment of their own homes or institutions. They demonstrated a heartening increase in independence, social maturity, and general competence. Many times it seemed that the more that was asked of them, the more they were able to perform.

The emotional responses of trainees and their families at being separated were particularly illuminating. A retarded individual and his family are very often locked together in ways that may serve the needs of the family as profoundly as they do the disabled person. If this grip can be relaxed, all involved gain something. This, however, was not easy, for trainees were apprehensive about leaving home and parents were anxious about how well their dependent offspring could manage without their constant supervision. Yet, once the trainee was on his own, relatively speaking, he often showed surprising strengths and clearly enjoyed his new freedom. Frequently the family felt equally liberated.

Experience showed that trainees responded to Goodwill's expectation that they would accept some responsibility for themselves. On his first day a trainee was asked, during his clinical assessment, to fill out a questionnaire about his medical history. If he could not read the questionnaire, he was helped. If he was unable to remember what illnesses he had had or what medication he received—or even the date of his birth—he was encouraged to do the best he could rather than turn to his parents for help. The staff found that when they expected him to assume some personal responsibility, he was able to do so. His dependence frequently turned out to be more a matter of habit than of incompetence.

By and large, Goodwill kept out of its trainees' lives in their hours away from the shop. This was due in large part, to a conviction that the retarded person would be helped most if he found congenial groups in the community with whom he could enjoy a social life. Goodwill was against segregating the trainees in insulated groups of their own. They did, however, find

it beneficial to have once-a-month evening parties at the Center and to sponsor a boy's basketball team and a girl's group at the YWCA.

Goodwill found foster homes for most of the trainees. At first they obtained these through the Department of Public Assistance, but then they began to advertise and, as the news spread, it was found that homes that once had had experience in housing the retarded were willing to take others. Gradually Goodwill built up a list of foster homes where the retarded person was understood and appreciated.

Having a retarded youth living in the home is quite different from having a few favorite boarders. Foster parents keeping retarded young people have to be able to anticipate difficulties for their charges without being over-protective. They must know the kinds of troubles an immature person can have and help him ward them off without taking over his life.

WERE THERE PROBLEMS?

Of course there were. Recreation was a problem because the community still hasn't worked out ways to absorb retarded and immature young people into normal social life.

One continuing problem was the attitude of the community toward retarded people. Tacoma Goodwill is convinced that there would be many more jobs available if the community knew more about what the retarded can do. The Washington Association for Retarded Children continues to work hard at this educational task. Goodwill staff work with newspapers and other publications, hold tours of the Center, give outside talks to public groups, print and distribute special pieces of literature, and in various other ways tell the story of the retarded. Much still needs to be done, but most of the solution to the problems of social life and placement lies in the hands of the larger community.

Working with the trainees, themselves, Goodwill ran into two problems. There were young people who through failure had become so convinced of their ineptitude that any criticism of their performance came as a crushing blow. There were others who in the shelter of their own homes had been so protected from a knowledge of their defective performance that they had become blandly satisfied with their sloppy work. The staff had to learn ways of encouraging the sensitive and instructing them in more effective performance. They also had to learn how to objectively point out reality to the deluded.

THE MOBILE TEAM

A Mobile Team working out of the Tacoma Goodwill Center provided a unique service for communities throughout the state. This team was composed of the five members of the Project professional staff: physiatrist, psychologist, nurse, social worker and vocational evaluator. The team brought professional rehabilitation services to communities where there were few organized resources for assisting the mentally retarded, the emotionally disturbed and those with severe physical handicaps.

One of the mobile team's primary functions was to stimulate community activity toward the creation of adequate local services for the severely handicapped. Thus, the team served the two functions of furnishing case service and stimulating communities to develop their own realistic and effective methods of working with their handicapped citizens. Joining in the planning were the Washington Division of Vocational Rehabilitation counselors who referred all cases the team studied and who took part in all activities of the team in their communities.

A frequent use of the team was to assess the rehabilitation potential of handicapped public school students. By working with special education directors, special services people, school counselors and special education teachers, the team was able to help develop a program in which handicapped pupils might make a smoother transition from school to employment. Members of the National Association for Retarded Children and of the Washington Society for Crippled Children and Adults also worked with the team.

WHAT WAS LEARNED ABOUT WORK WITH THE RETARDED

A number of lessons came out of Tacoma. Four are particularly pertinent to the problem which the Project tackled, that of mental retardation:

1. *A realistic, sustained, intensive program of vocational services can qualify the mentally retarded adult to get and hold a suitable job.* The services which were provided were different in degree, rather than in kind, from services offered by other agencies but, for marginal persons, the help was crucial. To develop his work potential, the mentally retarded person needs help that is supportive, perceptive and continuous. He needs help he can count on and he needs it from a variety of professional persons. If he can get such help, he can achieve some economic independence.

2. *The mentally retarded trainee can and should be integrated with other people.* At Goodwill they were trained with, and some of them subsequently worked with, persons with various other kinds of disabilities. They were absorbed into this larger group with no noticeable resistance. It is not realistic to isolate the retarded person on the basis of his disability. If he is to go on to employment he will have to adjust to a world which is not populated solely by other retarded people.

3. *More sheltered work settings are needed.* In some cases, it was clear at the conclusion of the two-month evaluation period that the trainee would not qualify for competitive employment. It seemed likely, however, that his capacity and competence would improve if he received the benefit of on-the-job training. The chief deterrent was the fact that there was no sheltered workshop where he could be placed when his training was completed. A sheltered work setting does not represent full-scale vocational independence, but at least it provides a place where employees can do useful work and be paid for it.

4. *It is not enough to prepare a trainee to enter the community; the community must be prepared to receive him.* Acceptance must be widespread—among persons who can give them jobs, who will be their neighbors and who will share their leisure. This calls for a revision in the way the average person perceives the mentally retarded; it means relinquishing the idea that the retarded person is incapable of change, a hopeless burden, or someone to be shunned because of his affliction. This task of modifying attitudes cannot be accomplished by any one project, but it can be advanced, as Goodwill hoped to advance it, by exposing the mentally retarded to the community and to each other in realistic terms, and by giving retarded persons the best possible chance of making a favorable presentation of themselves as individuals worthy of acceptance and respect.

WHAT WAS LEARNED ABOUT WORK WITH OTHER HARD-TO-REACH GROUPS

The lessons of Tacoma Goodwill are not limited to work with the mentally retarded. With appropriate adaptations many of their techniques could be used in work with other hard-to-reach groups. They could be used with the long term unemployed who have never mastered a work skill, with the emotionally disturbed and with young persons who have dropped out of school and who, with their lack of training and their despairing view of the future, require a special effort to salvage them from chronic unemployment. The following techniques hold the promise of reaching more people at a greater depth:

1. *Continuous use of the professional team.* The staff was not used just for diagnosis or just for placement. Instead, the psychologist kept close watch on the changing motivation of the trainees as they went through the program, the social worker followed their changing relations to their families, the nurse

kept track of their aches and pains, and the observations of all these people were constantly integrated with the views of the job supervisors. It was both the breadth of the professional vision and the continuity of its application that made this team effective.

2. *Integrating evaluation of abilities and interests with a varied and realistic vocational try-out and training.* Tacoma Goodwill might have decided to assess these young people and then refer them to someone else for training. They might have decided to take people who came to them from the Division of Vocational Rehabilitation and from schools and institutions and try to give them employment and training in their sheltered workshops. They rejected both these courses, and instead created a combination of a center for assessment and a workshop to develop specific skills.

3. *Realistic tough-minded planning.* Tacoma Goodwill found that one of its strengths was that it had a production schedule to meet. True, it was a sheltered workshop, but work had to be done. The staff found that for these people who were later to be placed on regular jobs it was helpful if work standards were explicit. The handicapped, like anyone else, have to live with the facts of life. Protecting them from these facts only increases their handicap in the real world.

4. *Specific measures which were developed to measure abilities, interests and performance.* In the course of its work with these difficult cases Tacoma Goodwill invented and adapted a number of measures. They have norms for their groups in the test room and on the job. These human inventions came from experience; many of them would be of use in other places and would seem to be easily transferable to other agencies.

The elements of the Tacoma project could be applied or adapted by any agency which has on hand the range of tasks and materials needed for the program. A workshop serving persons with a variety of disabilities would be one suitable setting. A pilot program which has proved itself with one category of disabled persons could later be extended to other trainees. Tacoma Goodwill itself has, in fact, gone on and has another demonstration project, into which many of the elements of the earlier program are incorporated, for "hard-core" chronic unemployables who for many years have been dependent upon state welfare.

Any agency seeking to apply the experiences of Tacoma to its own rehabilitation activities might profitably examine the factors which fostered the Tacoma agency's innovation: the dedicated and enthusiastic project leadership that had the authority and opportunity to recruit the *right* people; the policy-making group which supported the goals of the program; cooperation with Federal and state agencies; and links with the community which assured support and follow-through.

The Tacoma Goodwill Project for the Retarded makes no claim to being an unqualified success. The staff tell of their many mistakes, of their failures, and of their current problems. Yet, in the opinion of outside observers, such as the staff of the Human Interaction Research Institute which has prepared this resume, the project has developed sound new ideas and carried them to fruition. In the face of a problem of social significance, the Tacoma Goodwill Project has made a substantial step forward. We have prepared this report in the hope that it may stimulate and facilitate other such steps.

COMMENTS

by Nathan Nelson

Workshop Consultant of the California Department of Rehabilitation; Past President of the San Francisco chapter of the National Rehabilitation Association; author of a number of publications about sheltered workshops

In general terms, this Goodwill project demonstrated that to serve the vocational needs of the retarded, it is necessary to organize the many public and private segments of the community for that specific purpose. The community team thus organized must work together to meet the changing needs of the retarded as they progress from inactivity to productivity. More specifically, it demonstrated that a great many evaluation and training techniques should be used, and a broad variety of work and social opportunities should be available to the retarded if they are to hold jobs. The project showed that the retarded can work and play with persons having other disabilities and that they benefit from such associations. It seems that leaving the home may not be harmful and may even result in the development of maturity for the retarded. The staff felt that the retarded should be taught work skills as well as good work adjustment.

It is well to remember that the professional team was largely financed by the Vocational Rehabilitation Administration. It is not likely that many privately sponsored organizations could finance such a team indefinitely without major support from public funds. Is the agency team essential? It has been seen that even where there is a professional agency team, other community groups contribute indispensable services. Could not additional community agencies contribute the services performed by some members of the agency team? Would it not be even better to have a team member from another agency who would have continuous responsibility for an area of service that the retarded may need long after they leave the workshop and the supervision of the project workers? It is true that the success of such a project depends upon the coordination of a team working together. But does it matter what agency supplies the team members if there is good interagency cooperation? And that provides a tentative answer to the question of applying the project elsewhere. It can be applied elsewhere whenever there is a willingness on the part of community agencies to work together for the benefit of the retarded. With such a spirit of cooperation, the project can be adapted to the characteristics of most communities.

There is reason to believe from what we know from other experience that some of the principles developed here could be applied to other groups. The principle of integration with all disability groups would apply. And certainly the principle of a team from many disciplines focusing their talents toward a vocational goal would apply. In other aspects certain adaptations should be made. The mentally ill and psychologically maladjusted might need more work adjustment and less skill training. Finally, the principle of organizing the various community agencies to serve a specific rehabilitation purpose should prove useful. We really ought to try it more often.

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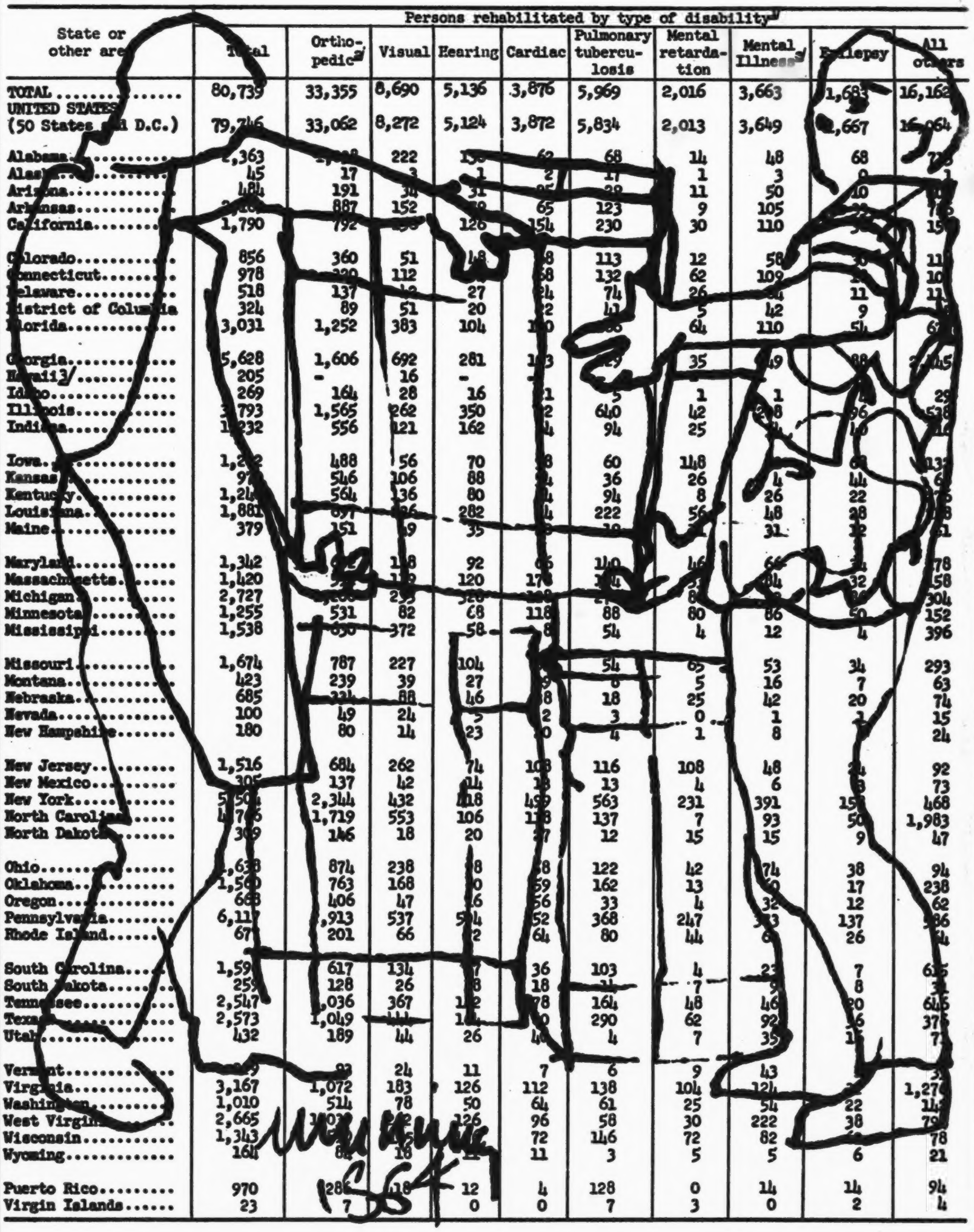

State or other area	Persons rehabilitated by type of disability[1]									
	Total	Orthopedic[2]	Visual	Hearing	Cardiac	Pulmonary tuberculosis	Mental retardation	Mental Illness[4]	Epilepsy	All others
TOTAL	80,739	33,355	8,690	5,136	3,876	5,969	2,016	3,663	1,683	16,162
UNITED STATES (50 States and D.C.)	79,746	33,062	8,272	5,124	3,872	5,834	2,013	3,649	[illegible]	16,064
Alabama	2,363	[illegible]	222	[illegible]	[illegible]	68	14	48	68	[illegible]
Alaska	45	17	3	1	2	17	1	3	[illegible]	[illegible]
Arizona	484	191	34	31	[illegible]	[illegible]	11	50	10	[illegible]
Arkansas	[illegible]	887	152	[illegible]	65	123	9	105	[illegible]	[illegible]
California	1,790	792	[illegible]	126	154	230	30	110	[illegible]	[illegible]
Colorado	856	360	51	48	[illegible]	113	12	58	[illegible]	[illegible]
Connecticut	978	[illegible]	112	[illegible]	[illegible]	132	62	109	[illegible]	[illegible]
Delaware	518	137	[illegible]	27	[illegible]	74	26	[illegible]	11	[illegible]
District of Columbia	324	89	51	20	[illegible]	41	5	42	9	[illegible]
Florida	3,031	1,252	383	104	[illegible]	[illegible]	64	110	54	[illegible]
Georgia	5,628	1,606	692	281	[illegible]	[illegible]	35	[illegible]	[illegible]	[illegible]
Hawaii[3]	205	-	16	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Idaho	269	164	28	16	[illegible]	5	1	1	[illegible]	[illegible]
Illinois	3,793	1,565	262	350	[illegible]	640	42	[illegible]	[illegible]	[illegible]
Indiana	1,232	556	121	162	[illegible]	94	25	[illegible]	[illegible]	[illegible]
Iowa	[illegible]	488	56	70	[illegible]	60	148	[illegible]	[illegible]	[illegible]
Kansas	[illegible]	546	106	88	[illegible]	36	26	4	44	[illegible]
Kentucky	[illegible]	564	136	80	[illegible]	94	8	26	22	[illegible]
Louisiana	1,881	[illegible]	[illegible]	282	[illegible]	222	56	48	28	[illegible]
Maine	379	151	[illegible]	35	[illegible]	[illegible]	[illegible]	31	[illegible]	[illegible]
Maryland	1,342	[illegible]	[illegible]	92	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Massachusetts	1,420	[illegible]	[illegible]	120	[illegible]	[illegible]	[illegible]	[illegible]	32	158
Michigan	2,727	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	304
Minnesota	1,255	531	82	68	118	88	80	86	[illegible]	152
Mississippi	1,538	[illegible]	372	58	[illegible]	54	4	12	4	396
Missouri	1,674	787	227	104	[illegible]	54	65	53	34	293
Montana	423	239	39	27	[illegible]	[illegible]	5	16	7	63
Nebraska	685	[illegible]	88	46	[illegible]	18	25	42	20	74
Nevada	100	49	24	[illegible]	2	3	0	1	[illegible]	15
New Hampshire	180	80	14	23	[illegible]	4	1	8	[illegible]	24
New Jersey	1,516	684	262	74	[illegible]	116	108	48	[illegible]	92
New Mexico	305	137	42	[illegible]	[illegible]	13	4	6	[illegible]	73
New York	[illegible]	2,344	432	[illegible]	[illegible]	563	231	391	[illegible]	468
North Carolina	[illegible]	1,719	553	106	[illegible]	137	7	93	50	1,983
North Dakota	[illegible]	146	18	20	[illegible]	12	15	15	9	47
Ohio	[illegible]	874	238	[illegible]	[illegible]	122	42	74	38	94
Oklahoma	[illegible]	763	168	[illegible]	[illegible]	162	13	[illegible]	17	238
Oregon	[illegible]	406	47	[illegible]	56	33	4	32	12	62
Pennsylvania	[illegible]	[illegible]	537	[illegible]	[illegible]	368	247	[illegible]	137	[illegible]
Rhode Island	[illegible]	201	66	[illegible]	64	80	44	[illegible]	26	[illegible]
South Carolina	[illegible]	617	134	[illegible]	36	103	4	[illegible]	7	[illegible]
South Dakota	[illegible]	128	26	[illegible]	18	[illegible]	7	[illegible]	8	[illegible]
Tennessee	2,547	[illegible]	367	[illegible]	[illegible]	164	48	46	[illegible]	[illegible]
Texas	2,573	1,049	[illegible]	[illegible]	[illegible]	290	62	[illegible]	[illegible]	[illegible]
Utah	432	189	44	26	[illegible]	4	7	[illegible]	[illegible]	[illegible]
Vermont	[illegible]	[illegible]	24	11	7	6	9	43	[illegible]	[illegible]
Virginia	3,167	1,072	183	126	112	138	104	[illegible]	[illegible]	[illegible]
Washington	1,010	514	78	50	64	61	25	54	22	[illegible]
West Virginia	2,665	[illegible]	[illegible]	126	96	58	30	222	38	[illegible]
Wisconsin	1,343	[illegible]	[illegible]	[illegible]	72	146	72	82	[illegible]	78
Wyoming	164	[illegible]	18	[illegible]	11	3	5	5	6	21
Puerto Rico	970	[illegible]	[illegible]	12	4	128	0	14	14	94
Virgin Islands	23	7	[illegible]	0	0	7	3	0	2	4

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APPENDIX A - (Cont'd.)

HUMAN INTERACTION RESEARCH INSTITUTE
KIRKEBY CENTER, SUITE 610 · 10889 WILSHIRE BOULEVARD
LOS ANGELES, CALIFORNIA 90024
TREMONT 9-1373

We are sending you this account of the Tacoma Goodwill Project in job training for the mentally retarded because we think that it contains a story which needs to be told. While the methods Tacoma Goodwill used were by no means unique, the results, to us, seem striking and encouraging.

You may find as you read this account that much of what was done applies as well to vocational work with other hard-to-reach groups as to work with the mentally retarded. This Goodwill is, in fact, now applying many of these same methods to work with chronically unemployable persons taken from the welfare rolls and from institutions.

The Human Interaction Research Institute has, as one of its aims, that of finding ways in which advances in social science can be applied in new places. This pamphlet is part of a HIRI study, aided by the Vocational Rehabilitation Administration, of how to encourage the wider use of applicable research and demonstration results.

We would be interested in your comments on our presentation of this rehabilitation project. If you would care to hear more of what this Goodwill Industries has done, you need only write them at 2356 South Tacoma Avenue, Tacoma, Washington.

APPENDIX A1

OUTSTANDING FEATURES OF THE TACOMA GOODWILL PROJECT

A. Using Resources of Goodwill Itself

1. Continuous use of the full professional staff. This includes medical specialist, nurse, rehabilitation director, vocational evaluator, psychologist, and social worker. Professional staff is in charge of the trainee's program at all points from admission to placement.

2. Availability of professional staff. Because of the relatively small number (35) of clients in training at any one time, and because of the compact quarters in which they work, the professional staff is always available to the trainees and supervisors. Any supervisor encountering a difficulty with a trainee may send him to the appropriate professional staff person from his work station.

3. Rehabilitation staff included in policy-making roles. Professional staff have wide responsibility and controls. For example, the rehabilitation director interviews all new supervisors who are brought into the workshops.

4. Integration. Rehabilitation and production personnel work closely together. For example, the production manager may attend meetings of the rehabilitation staff.

5. Penetration of rehabilitation point of view. The rehabilitation staff has control over the admissions to the program and all members of it are involved in the screening for admission.

6. Participative use of staff resources. Although, at Tacoma, the executive was a key person in initiating the innovations, the organization knows from experience that the relationship between the top executive and his staff is a reciprocal one. Staff can call the executive's attention to what is going on in other agencies, can keep him informed about the availability of State and Federal funds, and can encourage him to keep in touch with state DVR and other elements of the wider community.

7. Diversity of work. Partly from tradition and partly from conscious planning, Tacoma Goodwill made their workshop diverse. Thus they became much more than a sheltered contract workshop and were able to offer training in a multitude of repair and maintenance jobs. They were able, too, to offer training in janitorial and kitchen work.

B. Using the Resources of Other Agencies

1. Department of Public Assistance has been drawn in the program to find foster homes and to support trainees during their stay. This has made it possible to take persons from all over the region.

APPENDIX A1 - (Cont'd.)

2. Public Schools have been involved to provide academic work for the trainees.

3. Division of Vocational Rehabilitation has been involved in many ways. Referrals came from them, but the innovation was the extended support which they gave to the training of these difficult cases.

4. Community groups, such as the Association for Retarded Children, were used to educate the community concerning the needs of the special group and to mobilize support and cooperation for the Goodwill program.

5. Recreation facilities in the community were called upon for aid. Goodwill staff would telephone churches or the YM or YW to see whether a trainee might find the social or recreational facilities he needed.

6. Sheltered workshops were another resource used by Goodwill. By keeping in touch with them during the training period, they were able to place many workers who could not be raised to the level of independent employment.

7. An open door policy for agency representatives was the way that Goodwill kept this cooperation going. Representatives from DVR, Public Assistance, and other agencies, participated actively in the rehabilitation staff meetings.

C. Special Features

1. The most important single contribution of the Goodwill demonstration was that it showed that, given these features, a difficult group could be trained toward employment. They broadened the range of the disabilities with which they worked.

2. Trainees with mental disabilities were mixed with those with other types of handicaps. This made for more realistic training, since the retarded could see how their production compared with that of the others.

3. There was an expectation of independence. Trainees were expected to find their own way around and to live with little supervision on the outside.

4. Special assessment instruments were developed in the work sampling room.

5. Specialized work sampling tasks were developed and a series of standard observations were made.

6. A series of on-the-job trials was instituted.

7. Work reports from these trials were made uniform. They consisted of ratings of work behavior as well as of performance on the specific job. An interview with the work supervisor was also part of this work report.

8. A mobile team was developed to carry evaluation service to outlying areas and to acquaint them with resources for the retarded group.

APPENDIX B

HUMAN INTERACTION RESEARCH INSTITUTE
KIRKEBY CENTER, SUITE 610 · 10889 WILSHIRE BOULEVARD
LOS ANGELES, CALIFORNIA 90024
TREMONT 9-1373

August 7, 1964

Dear

As workers in the field are well aware, problems of rehabilitation require a broad multi-disciplinary approach. The Human Interaction Research Institute, consisting of persons with interest in diverse fields (psychology, economics, community planning, etc.), has a strong interest in this manner of approach to social problems. Recently, I believe, you received a copy of the Institute's Learning to Work brochure, a report of a multi-faceted approach to a significant psycho-social problem: the rehabilitation of mentally retarded persons being carried out by Tacoma Goodwill Industries.

HIRI believes that heightened communication among contributors to the rehabilitation field cannot help but have a salutary effect on its development. As part of its program of activities in the area of rehabilitation, the Institute is sponsoring a conference to be held at the Hyatt House in Seattle on September 24-25, 1964. The conference is being supported in part through funds provided by the Vocational Rehabilitation Administration.

The focus of the conference will be on the problem of rehabilitating "hard to reach" groups, such as severely retarded persons. Participants in the conference will be rehabilitation workers, researchers and expert resource persons in the western part of the United States who will explore in depth a number of significant problems in the day-to-day functioning of rehabilitation agencies and workshops.

The program for the conference will consist of talks by leading professional and research authorities and panel and small group discussions. A highlight of the meeting will be a field trip to the facilities of Tacoma Goodwill. This visit will permit firsthand observation of its work with the mentally retarded, the chronically unemployed and other "hard to reach" groups.

HIRI would like to extend to you a most cordial invitation to come to Seattle and to participate in this conference. We would appreciate it greatly if you would let us know as soon as possible whether or not you can come to Seattle on September 24-25. We will be able to pay all of your expenses connected with the conference, including travel, hotel, and meals. We sincerely hope that you can attend the meeting and will write us soon to that effect.

Sincerely,

Edward M. Glaser, President

APPENDIX B - (Cont'd.)

HUMAN INTERACTION RESEARCH INSTITUTE
KIRKEBY CENTER, SUITE 610 · 10889 WILSHIRE BOULEVARD
LOS ANGELES, CALIFORNIA 90024
TREMONT 9-1373

Enclosed is an outline of the program for the forthcoming conference on September 24-25. Also enclosed is a hotel reservation form which should be sent directly to the Hyatt House (if you have not previously received a card and already mailed it) and an Expense Reimbursement Form. We will take a few minutes at the conference to go over the method for filling in this form. Reimbursement will be made very promptly.

Incidentally, for those of you who will be traveling by air, Hyatt House provides free transportation from the airport to the hotel. If their bus is not in front of the airport when you arrive, there is direct telephone communication from the airport to the hotel and they will come immediately to pick you up.

Within the next few days an additional mailing of some papers relevant to the subject of the conference will be sent to you.

We are looking forward with pleasure to seeing you at the conference.

Cordially,

Edward M. Glaser, Ph.D.

EMG:en
Enc. (3)

APPENDIX B - (Cont'd.)

CONFERENCE ON THE UTILIZATION OF APPLICABLE INNOVATIONS IN CONNECTION WITH THE VOCATIONAL REHABILITATION OF DIFFICULT CASES

September 24-25, 1964
Hyatt House, Seattle-Tacoma Airport

Arranged By: The Human Interaction Research Institute
Los Angeles, California

Purpose:

The conference is intended to bring together representatives of sheltered workshops from the entire Pacific Coast region who are directly involved with the vocational rehabilitation of chronically handicapped persons. The conference will enable participants to share their experiences in working with these "hard to reach" groups; the Tacoma Goodwill Industries project for the mentally retarded will be used as an example of one such experience. From the conference we hope to derive ideas about how research and demonstration results can best be communicated to potential users.

*Financial support for this conference has been provided, in part, by a grant (Project 1263) from the Vocational Rehabilitation Administration

APPENDIX B - (Cont'd.)

THURSDAY, SEPTEMBER 24, 1964

8:40 - 9:00	Coffee - Get acquainted - introduction of participants
9:00 - 9:20	ORGANIZATIONAL INNOVATION Edward M. Glaser, Ph.D. President, HIRI
9:20 - 10:15	THE TACOMA GOODWILL INDUSTRIES PROJECT Alice Elart, Rehabilitation Director, TGI
10:15 - 10:30	Coffee break
10:30 - 12:00	Small group discussion: applicability of TGI methods to other situations
12:00 - 1:15	Lunch
1:15 - 2:15	VRA RESEARCH AND DEMONSTRATIONS: CURRENT EMPHASIS Dale C. Williamson Assistant Region IX Representative VRA
2:15 - 3:30	Small group discussions: problems of operating agencies in utilizing research findings
3:30 - 3:45	Coffee break
3:45 - 5:30	General session and reports from small group discussions
5:30 - 6:30	Social hour
6:30 - 8:00	Dinner
8:00 - 9:30	Informal discussion of special topics, and reports from participants

APPENDIX B - (Cont'd.)

FRIDAY, SEPTEMBER 25, 1964

8:00	-	8:45	Breakfast
8:45	-		Depart for Tacoma
9:30	-	11:00	Tour of TGI
11:00	-	12:00	Meeting with board and staff members of TGI
12:00	-		Depart for Hyatt House
12:45	-	2:00	Lunch
2:00	-	3:00	General session: discussion of applicability of conference experience to different types of agency situations
3:00	-	4:20	Conference evaluation Wilbert E. Fordyce, Ph.D. University of Washington John B. Marks, Ph.D. HIRI Irwin G. Sarason, Ph.D. HIRI Dale C. Williamson VRA
4:20	-	4:30	Closing remarks

APPENDIX C

HIRI-VRA CONFERENCE, SEPTEMBER 24-25, 1964
ON THE UTILIZATION OF APPLICABLE INNOVATIONS IN CONNECTION WITH THE VOCATIONAL REHABILITATION OF DIFFICULT CASES

POST CONFERENCE QUESTIONNAIRE

It was a genuine pleasure to have each of you participate in the HIRI-VRA Conference, and to become acquainted -- or better acquainted.

In connection with our research, we would very much appreciate your answering the 5 questions below and returning these sheets to us as soon as you can. A summary of the answers to these questions will be mailed to all participants.

1. What did you like best, or what was most valuable to you at this conference?

2. What did you like least, or find least worthwhile?

APPENDIX C - (Cont'd.)

3. If we (HIRI) were to hold another conference on the same subject for some other similar group, what would you suggest that we do differently? What would you add or subtract to make the conference more valuable in relation to its stated purpose?

4. Do you think you have learned anything here that you might wish to take back to your agency for consideration? If so, what?

APPENDIX C - (Cont'd.)

5. What are you doing, or what is your agency doing that seems to be working particularly well and which might be considered as something of an innovation which others in the field (like the other participants in our September 24-25 conference) might like to know about?

Name____

Agency______________________________________

Address_____________________________________

____

APPENDIX D

Interview Outline for Increments of Communication

I. What are the changes which have occurred in your agency during the past year?

   A. Staff -- How? Why? Why not?

      1. Have there been changes in the composition of your staff?

      2. Have any of the staff members been fulfilling new duties?

      3. Have there been any changes in the relations of staff -- who reports to whom, who attends various meetings, who consults with whom in the course of the work?

      4. Have the duties and board relations of the executive changed at all?

      5. Has there been any change in the use of consultants?

APPENDIX D - (Cont'd.)

Interview Outline for Increments of Communication

B. Board -- How? Why? Why not?

  1. Have there been changes in the composition of the board?

  2. Have there been changes in its functions?

C. Clients -- How? Why? Why not?

  1. Are you serving any different types of clients from those you served a year ago?

  2. Are you providing any different services than you did a year ago?

  3. Has there been any change in the relative emphases on keeping clients active, giving them work, or giving them training in your shop?

APPENDIX D - (Cont'd.)

Interview Outline for Increments of Communication.

4. In your training activities has there been any change in your emphasis upon work readiness training, skill training, human relations training, training for independent living, or training for leisure time?

5. Have you changed your assessment procedures in any way?

D. Relations with other community agencies -- How? Why? Why not?

1. Have your relations with other community agencies (i.e., other rehabilitation agencies, churches, social service agencies, recreation groups, service clubs) changed in this period?

2. Have you changed in your relation to government agencies (i.e., schools, welfare, DVR, VRA, government institutions)?

3. Do you now see more or less of representatives of these agencies in your shop than you did a year ago?

II. Have you been influenced by any outside demonstration projects or have you read any reports which have influenced these changes in your agency? Which?

APPENDIX D - (Cont'd.)

Interview Outline for Increments of Communication

III. Knowledge of Tacoma Goodwill Project

A. Have you been acquainted with the TGI project on occupational training of the mentally retarded? How?

B. Have any aspects of the TGI made any impact upon your agency? How? Would you say that it has affected the operation of your agency in any way? How?

C. How did you learn of TGI? Did the pamphlet, the conference or the visit affect you? In what way?

D. Do you think the TGI pamphlet, the conference or the visits have had any connection with what you have been doing? If so, how?

IV. From your point of view how would you rank the relative contributions of the pamphlet, the conference, the visit?

APPENDIX E

WORKSHOP DESCRIPTION FORM

Name of Workshop: ______________________ **Address** ______________________

1. To what degree is the workshop's professional staff used in the review of each trainee at all major points from admission to placement?

0	1	2	3	4	5	6
not at all	used to a slight degree	used to some degree	used to a moderate degree	used to a considerable degree	used to a great degree	used to a very great degree

2. To what degree does the professional staff have responsibility and exert control over the activities of the workshop (e.g. in the hiring of workshop supervisors)?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

3. To what degree is there coordination between the rehabilitation and work or production functions of the workshop?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

4. To what degree is there free, friendly, and reciprocal interaction between the Executive Director and the staff?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

APPENDIX E - (Cont'd.)

5. To what degree is there diversity of work opportunities for clients in the workshop?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	consider-able degree	great degree	very great degree

6. To what degree does the workshop have effective relatiohships with other agencies (e.g. schools, other workshops, Department of Public Assistance)?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	consider-able degree	great degree	very great degree

7. To what degree has the workshop taken leadership in community education with regard to rehabilitation?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	consider-able degree	great degree	very great degree

8. To what degree is the workshop responsive to the gamut of rehabilitation problem rather than to one particular type of disability?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	consider-able degree	great degree	very great degree

9. To what degree is the workshop rehabilitation-oriented (as contrasted with a production orientation)?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	consider-able degree	great degree	very great degree

10. To what degree is the workshop concerned with training clients for independent roles in the community?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	consider-able degree	great degree	very great degree

APPENDIX E - (Cont'd.)

11. To what degree does the workshop take responsibility for the social rehabilitation of the clients?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

12. To what degree does the workshop experiment with different, new, or unusual rehabilitation procedures?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

13. To what degree is the workshop in need of improvements and changes in its rehabilitation program?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

14. To what degree is the workshop aware of these needs?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

15. To what degree does the workshop utilize work sampling procedures in its rehabilitation program?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

16. Please list the number of professional staff members.

	Full Time	Part Time	Outside Consultants
Social workers			
Psychologists			
Psychiatrists			
Physicians			
Other (please indicate job title)			

APPENDIX E - (Cont'd.)

17. To what degree have the rehabilitation functions of the workshop changed or been modified over the past two years?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

18. To what degree have the rehabilitation functions of the workshop changed or been modified over the past five years?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

19. To what degree does the workshop actually seem to be making a contribution to training clients for independent roles in society?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

20. To what extent does the director of the workshop motivate his staff to experiment with different, new, or unusual rehabilitation techniques?

0	1	2	3	4	5	6
not at all	slight degree	some- degree	moderate degree	considerable degree	great degree	very great degree

21. To what degree does the workshop's Board of Directors take the lead in encouraging experimentation with different, new, or unusual rehabilitation techniques?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

22. From the standpoint of the professional worker, to what degree would you recommend the workshop as a rewarding place to work?

0	1	2	3	4	5	6
not at all	slight degree	some degree	moderate degree	considerable degree	great degree	very great degree

23. It would be very helpful to have your personal assessment of the way in which the workshop functions from a rehabilitation standpoint.

APPENDIX F

Goodwill
INDUSTRIES OF OREGON
234-0321 • 512 S.E. MILL STREET • PORTLAND, OREGON 97214
MARION C. SMITH, EXECUTIVE DIRECTOR

MEMBER OF
GOODWILL INDUSTRIES OF AMERICA
NATIONAL ASSOCIATION OF SHELTERED WORKSHOPS
NATIONAL REHABILITATION ASSOCIATION
COMMUNITY COUNCIL
GREATER PORTLAND COUNCIL OF CHURCHES

December 9, 1964

Mr.------ ------------
Director, Goodwill Industry

Dear Mr.--------------

I should like to tell you about a project which the Portland Goodwill Industries is soon to start. It is designed to provide a smooth transition for the mentally retarded from school to work.

This project will take retarded young people from the schools after screening, and will bring them directly in their junior and senior years to Portland Goodwill. Here they will receive evaluation and training in work and in independent living. Following their training, part of the project will ensure their placement at suitable jobs in the community. This will be done by a cooperative effort among (1) our own agency, (2) the Portland schools, and (3) the State Division of Vocational Rehabilitation.

We think a project such as this will fill a substantial need. At present, the retarded person faces a real crisis when he leaves the shelter of a special education program and has to emerge into the economic world. It has been found that less than ten per cent of the special education students who leave school each year make the transition to Vocational Rehabilitation Services. The result is that most of the young adults who leave the special education classes each year are on their own vocationally. This project would, we hope, avoid throwing these young people on their own prematurely.

The project has already been funded, but we have not yet started to work on it. It is still very much in the flexible stage, subject to planning and formulation. We can make

APPENDIX F - (Cont'd.)

changes now, if that seems desirable. It is for this reason that we are contacting you--to invite your suggestions, criticisms and the comments you may have on the enclosed series of excerpts from our project application, which give a much more detailed picture of the project than I have attempted to summarize in this letter.

We would appreciate your frank reactions on what we plan to undertake. We would much rather find out now where we are likely to stumble, than to find out much later after we have tripped over our own feet. We welcome and would be sincerely grateful for your questions and interest in this project.

Later on, when we make our project reports, you will certainly receive one so that you may judge how this project has turned out.

Would you write us your reaction to the project write-up, in any form that you choose? We will be happy to fill you in on further details if you wish.

Sincerely,

Marion C. Smith, Executive Director

APPENDIX G

C
O
P
Y

COMMUNITY WORKSHOPS OF RHODE ISLAND, INC.
19 Grosvenor Avenue
East Providence, Rhode Island 02914

January 12, 1965

Mr. W.C. Weigers
Project Director
Goodwill Industries of Oregon
512 S. E. Mill Street
Portland, Oregon 97214

Dear Mr. Weigers:

Your letter and project description arrived this morning. This is the kind of thing that needs reading more than once over lightly, but I already see much of great interest to us.

We have actually been in an identical project for several years now, and if I may make so bold, perhaps it would be well to have a couple of comments here.

Concerning the definition of a retardate, we use the New York system of anything less than 80 I.Q. But we have learned from experience that we should always verify by our own testing. Our psychologists tell us that many times the I.Q. is obtained in group testing, which may be less accurate. It may have been obtained while the youngster is far younger, and this will affect the score. And unfortunately it may have been scored by persons not adequately skilled. We have several times had the pleasure of advising parents that their retarded youngster was in the normal range of intellegence.

We also include the functionally retarded. Here, the I.Q. potential might be much higher, but the client is functioning in a lower range. The problems are very similar, and by the time he has attained this stage, unless the deterioration has been rather recent, it is our experience that the prognosis for bringing him up to his earlier potential is rather limited.

You will be interested to learn that our performance has been such that the local school systems have requested we evaluate every one of the special graded pupils. Our reply was based on our experience: we would accept this, but we view with jaundiced eyes the idea of taking them in as they reach 16. For some clients this is acceptable. For others, they are simply too immature to benefit enough from our program. We have asked the teachers and counsellors of the

APPENDIX G - (Cont'd.)

school system to consider the maturity and to defer referral where this is indicated.

For several years we have taken them in on a part-time basis. This did not work out well at all, because it was too confusing to the client. He spent a part of the half day simply becoming adjusted to the environment: on his return to the classroom in the afternoon, the teacher had the same problem. We then went to an alternating week. We then discov- that each Monday was spent in getting him reacclimated to the environment, so we were back to the same thing again except on a different scale. Now we have set up in principle that we should have a complete divorce from school activities while he is in this program. Then he returns to school. Although there is still discussion on this point among the professional staff, the general consensus is that this is a big improvement over the old on-again-off-again procedure.

Because this has not been a bona fide project, it has not been tied in with other agencies in this area. Other agencies know about it and send their clients to us through the local Division of Vocational Rehabilitation.

The first part of our evaluation takes approximately 20 days, with the Tower Testing approach. His weaknesses are discovered during this 20 days, the client is exposed to remedial programs. The purpose is to evaluate the applicability of these programs. If he progresses rapidly enough, we simply throw the whole thing at him right then and there as a sort of fringe benefit. If he will need more time, then part of the team recommendation following the evaluation is that he be given these programs if they have been demonstrated to be valid in his case. Following the 20 days of Tower Testing, he is then put into the work evaluation unit. This is a work setting, doing piece rate work but without any pressure whatsoever. Here, we evaluate his ability to take a full work day, his ability to hold his performance day in and day out, etc. We also further evaluate his motivation to work in the first place. The period here will vary from 2 to 5 days. The next step is to go into the contract shop. Here, he does the same work as in W.E., but here he is exposed to true industrial pressures. We start with kid gloves and work up to Simon Legree to see what kind of supervisory relationships he can accept. We give further training in the use of tools, work standards, supervisory relationships and other vocational functions.

The net result of all this is that a great deal of "therapy" has taken place under the name of evaluation. The client leaves the evaluation program much stronger than when he came in. Often we make placements without further programed training being necessary.

This is a far more comprehensive approach than any I've seen in any other workshop in the United States. Let me emphasize that we are after the problems of the total person. It takes this long to route them out and fully understand the man. But since we place approximately two a week, and since the placements stick, I feel we have definite proof of the pudding.

I see I've overstated the period of time for the school boy. For the school boy, we have trimmed the program down to a total of three weeks. Very often, and this is especially true when we do not recommend a return to the school environment, we recommend his continuance for the rest of the program. With evaluation plus the other programs that often follow, our average client is here for 43 days.

So much for us. I am going to be extremely interested in further details on your motivational techniques. I have asked around the workshops movement and have discovered that there have been many projects on this, but that no one has come up with any real valid success stories. This appears to be more of an art than a science. If you have about 73 pages you can write me on just this one subject, I promise to devour every word with a very real interest. We have all been very much impressed with your organization of the project. You have our very best wishes for its success. And for what it is worth to you, you have our prediction that this success is going to be rather dramatic and thrilling for all concerned.

Very best regards.

Sincerely yours,

(S) George MacDow

GAM:sh

APPENDIX H

REHABILITATION FACTORS RATING SCALE

Name of Agency: ______ Location: ______ Date: ______

		FACTORS	WEIGHT	RATINGS
I.		Philosophy and Goals		(1=Lowest; 7=Highest)
O	1.	Degree to which primary emphasis is on stimulation of a realistic work atmosphere.		1 2 3 4 5 6 7
	2.	Extent to which workshop is production oriented versus rehabilitation oriented.		1 2 3 4 5 6 7
	3.	Extent to which emphasis is placed on individual planning for client.		1 2 3 4 5 6 7
O	4.	Degree to which the agency's goals for the clients are realistic.		1 2 3 4 5 6 7
	5.	Extent to which the agency does a competent diagnostic appraisal.		1 2 3 4 5 6 7
O	6.	Degree of emphasis on attitudinal training and personality adjustment factors in work.		1 2 3 4 5 6 7
I	7.	Extent to which program is limited by need to be financially self-sufficient.		1 2 3 4 5 6 7

Sub-Total Score I:

II.		Program		
	8.	Extent to which program is more than just exposure to work.		1 2 3 4 5 6 7
	9.	Degree to which there is availability of professional counselling services.		1 2 3 4 5 6 7
O	10.	Degree of awareness of need for additional services beyond workshop, such as social and other aspects of daily living.		1 2 3 4 5 6 7

Human Interaction Research Institute

APPENDIX H - (Cont'd.)

		FACTORS	WEIGHT	RATINGS
O	11.	Degree of emphasis on eventual job placement where realistic.		1 2 3 4 5 6 7
O	12.	Degree of planning for systematic and regular follow-up of client		1 2 3 4 5 6 7
O	13.	Degree of family involvement in client experience.		1 2 3 4 5 6 7
D	14.	Extent to which agency evaluates effectiveness of its services.		1 2 3 4 5 6 7
	15.	Extent to which agency involves client in his own planning.		1 2 3 4 5 6 7
D	16.	Degree to which there is effort to utilize agency program for research questions or inquiry.		1 2 3 4 5 6 7
D	17.	Degree to which agency utilizes research findings of other agencies.		1 2 3 4 5 6 7
D	18.	Degree of participation of staff in program development.		1 2 3 4 5 6 7
	19.	Degree of utilization of community resources.		1 2 3 4 5 6 7
O	20.	Degree of utilization of workshop by other community agencies.		1 2 3 4 5 6 7
	21.	Degree to which agency program is conveyed to total community.		1 2 3 4 5 6 7

Sub-Total Score II:

III. Agency Structure

	22.	Degree of qualification, training and experience of staff.		1 2 3 4 5 6 7
O	23.	Amount of staff in relation to program and client population.		1 2 3 4 5 6 7
D	24.	Extent of staff cohesion in carrying out of agency program.		1 2 3 4 5 6 7
D	25.	Degree of concern for staff development.		1 2 3 4 5 6 7

3

APPENDIX H - (Cont'd.)

		FACTORS	WEIGHT	RATINGS
D	26.	Degree to which agency's personnel policy is developed.		1 2 3 4 5 6 7
I	27.	Relative standing of salary scales of agency compared to other agencies in community.		1 2 3 4 5 6 7
		Sub-Total Score III:		
IV.		Clients		
O	28.	Extent of basic information about client upon referral.		1 2 3 4 5 6 7
O	29.	Adequacy of selection procedures.		1 2 3 4 5 6 7
O	30.	Intensity and quality of supervision given.		1 2 3 4 5 6 7
O	31.	Extent to which client is challenged to improve.		1 2 3 4 5 6 7
O	32.	Adequacy of case recording on clients.		1 2 3 4 5 6 7
O	33.	Adequacy of client evaluation process.		1 2 3 4 5 6 7
	34.	Degree to which staff is available to clients.		1 2 3 4 5 6 7
		Sub-Total Score IV:		
V.		Board		
	35.	Degree of involvement of Board in agency program.		1 2 3 4 5 6 7
	36.	Extent to which Board role is clearly defined.		1 2 3 4 5 6 7
	37.	Extent to which Board is representative of the community.		1 2 3 4 5 6 7
		Sub-Total Score V:		

APPENDIX H - (Cont'd.)

	FACTORS	WEIGHT	RATINGS
	VI. Financing		
	38. Adequacy of financial structure		1 2 3 4 5 6 7
I	39. Extent to which there is a realistic fee structure.		1 2 3 4 5 6 7
I	40. Degree to which pricing policy is well defined and directed.		1 2 3 4 5 6 7
I	41. Extent to which agency uses appropriate cost accounting.		1 2 3 4 5 6 7
	Sub-Total Score VI:		
	VII. Methods of Operation		
I	42. Degree to which client wages conform to legal requirements (or better).		1 2 3 4 5 6 7
	43. Degree to which client wages are fairly related to productivity.		1 2 3 4 5 6 7
I	44. Adequacy of records regarding quantification of client production.		1 2 3 4 5 6 7
0	45. Extent to which monetary rewards are used as a motivating factor.		1 2 3 4 5 6 7
I	46. Degree of sophistication in machine techniques.		1 2 3 4 5 6 7
	47. Efficiency of plant layout and organization.		1 2 3 4 5 6 7
I	48. Degree of understanding and use of quality control system.		1 2 3 4 5 6 7
I	49. Adequacy of budget and fiscal controls.		1 2 3 4 5 6 7
I	50. Adequacy of business records, purchasing, shipping, inventory, billing.		1 2 3 4 5 6 7
0	51. Adequacy of work flow and work planning.		1 2 3 4 5 6 7

APPENDIX H - (Cont'd.)

	FACTORS	WEIGHT	RATINGS
O 52.	Degree to which work is suitable to client needs.		1 2 3 4 5 6 7
D 53.	Extent to which agency is dynamic in terms of openness to ideas for change, with reference to recent past and plans for future.		1 2 3 4 5 6 7

Sub-Total Score VII:

GRAND TOTAL SCORE:

APPENDIX I

Name of Agency ______________________________ **Date** ________________

Location ___________________________________

REHABILITATION AGENCY CHANGE RECORD

Please circle appropriate number in blue for "before" rating and red for "after" rating.

-3	-2	-1	0	+1	+2	+3
Great Decrease	Moderate Decrease	Slight Decrease	No Change	Slight Increase	Moderate Increase	Great Increase

A. Changes in Overall Agency Goals and Directions

To what extent has there been a change in:

1. **deliberate efforts to clarify agency goals?**

   D -3 -2 -1 0 +1 +2 +3

2. **the ability to examine actions (or means of achieving goals) without defensiveness?**

   D -3 -2 -1 0 +1 +2 +3

3. **the ability to generate and withstand self-evaluation and self-criticism?**

   D -3 -2 -1 0 +1 +2 +3

4. **the agency's innovativeness in developing new procedures and policies?**

   D -3 -2 -1 0 +1 +2 +3

5. **confidence of the agency that it is doing a worthwhile and good job?**

   D -3 -2 -1 0 +1 +2 +3

6. **commitment to the concept of rehabilitation?**

   D -3 -2 -1 0 +1 +2 +3

7. **deliberate operational planning and periodic progress review?**

   D -3 -2 -1 0 +1 +2 +3

APPENDIX I - (Cont'd.)

-3	-2	-1	0	+1	+2	+3
Great Decrease	Moderate Decrease	Slight Decrease	No Change	Slight Increase	Moderate Increase	Great Increase

8. provision for additional client training beyond vocational skills (e.g., training for living)?

0 -3 -2 -1 0 +1 +2 +3

B. Changes in Board Involvement and in the Executive Director's Role

To what extent has there been a change in:

9. the degree of involvement of the Board?

0 -3 -2 -1 0 +1 +2 +3

10. the degree to which the Board of Directors take an active interest in encouraging experimentation with different, new, or unusual rehabilitation techniques?

0 -3 -2 -1 0 +1 +2 +3

11. director-board communications?

D -3 -2 -1 0 +1 +2 +3

12. director-staff communications (e.g., increase in two-way communications?)

D -3 -2 -1 0 +1 +2 +3

13. the degree to which the director is aware of what goes on in all departments of the agency?

D -3 -2 -1 0 +1 +2 +3

14. accessibility of the Executive Director to the staff?

D -3 -2 -1 0 +1 +2 +3

15. the degree to which the director of the workshop motivates his staff to seek out and share new ideas and techniques for the improvement of the program?

D -3 -2 -1 0 +1 +2 +3

C. Changes in Staff Roles, Development and Morale

To what extent has there been a change in:

16. the degree to staff cohesion?

D -3 -2 -1 0 +1 +2 +3

APPENDIX I - (Cont'd.)

-3	-2	-1	0	+1	+2	+3
Great Decrease	Moderate Decrease	Slight Decrease	No Change	Slight Increase	Moderate Increase	Great Increase

17. use of professional and personal resources of all the staff?

D -3 -2 -1 0 +1 +2 +3

18. senior staff participation in policy making?

D -3 -2 -1 0 +1 +2 +3

19. the degree of participation of the overall staff in program development?

D -3 -2 -1 0 +1 +2 +3

20. the degree of agency concern for staff growth and development?

0 -3 -2 -1 0 +1 +2 +3

21. training and experience of individual staff members?

0 -3 -2 -1 0 +1 +2 +3

22. the level of staff morale?

D -3 -2 -1 0 +1 +2 +3

23. coordination between the rehabilitation staff and the work or production staff?

0 -3 -2 -1 0 +1 +2 +3

24. the staff/client ratio?

0 -3 -2 -1 0 +1 +2 +3

25. the number of staff?

0 -3 -2 -1 0 +1 +2 +3

26. subordinate's staffs (lowest echelon managers) freedom to suggest policy and procedural changes?

D -3 -2 -1 0 +1 +2 +3

27. staff-board communications?

D -3 -2 -1 0 +1 +2 +3

28. staff-client communications?

D -3 -2 -1 0 +1 +2 +3

APPENDIX I - (Cont'd.)

-3	-2	-1	0	+1	+2	+3
Great Decrease	Moderate Decrease	Slight Decrease	No Change	Slight Increase	Moderate Increase	Great Increase

D. Changes in Relationships with Clients

To what extent has there been a change in:

29. the number of clients served:

0 -3 -2 -1 0 +1 +2 +3

30. individual planning for clients?

0 -3 -2 -1 0 +1 +2 +3

31. the involvement of clients in their own planning?

0 -3 -2 -1 0 +1 +2 +3

32. the degree to which clients are challenged to improve?

0 -3 -2 -1 0 +1 +2 +3

33. the variety of clients served?

0 -3 -2 -1 0 +1 +2 +3

34. efforts to improve the comprehensiveness and depth of diagnostic work with clients?

0 -3 -2 -1 0 +1 +2 +3

35. emphasis placed on improving attitudinal and personality factors in clients' work adjustment?

0 -3 -2 -1 0 +1 +2 +3

36. the adequacy of evaluation of client progress?

0 -3 -2 -1 0 +1 +2 +3

37. the adequacy of measurement of client production?

0 -3 -2 -1 0 +1 +2 +3

38. the intensity and quality of client supervision?

0 -3 -2 -1 0 +1 +2 +3

39. the degree to which professional and senior staff observe clients at work and utilize their observations in counseling sessions with the clients?

0 -3 -2 -1 0 +1 +2 +3

APPENDIX I - (Cont'd.)

-3	-2	-1	0	+1	+2	+3
Great Decrease	Moderate Decrease	Slight Decrease	No Change	Slight Increase	Moderate Increase	Great Increase

40. the degree of family involvement in client evaluation and experience?

0 -3 -2 -1 0 +1 +2 +3

41. planning for systematic and regular follow-up for clients?

0 -3 -2 -1 0 +1 +2 +3

42. client wages becoming more fairly related to productivity?

0 -3 -2 -1 0 +1 +2 +3

43. the degree to which the workshop is concerned with training clients, where possible, for relatively independent roles in the community?

0 -3 -2 -1 0 +1 +2 +3

44. finding outside employment opportunities suitable to client capabilities?

0 -3 -2 -1 0 +1 +2 +3

E. Changes in Operational and Financial Aspects

To what extent has there been a change in:

45. work flow and work planning?

0 -3 -2 -1 0 +1 +2 +3

46. the efficiency of plant layout and organization?

0 -3 -2 -1 0 +1 +2 +3

47. the effectiveness of contract procurement?

0 -3 -2 -1 0 +1 +2 +3

48. production or improved production procedures?

0 -3 -2 -1 0 +1 +2 +3

49. overall sales or improved sales methods?

0 -3 -2 -1 0 +1 +2 +3

50. the degree to which the program is free from financial concerns threatening the existence of the basic program?

0 -3 -2 -1 0 +1 +2 +3

APPENDIX I - (Cont'd.)

-3	-2	-1	0	+1	+2	+3
Great Decrease	Moderate Decrease	Slight Decrease	No Change	Slight Increase	Moderate Increase	Great Increase

51. the adequacy of the financial structure?

0 -3 -2 -1 0 +1 +2 +3

52. usefulness of the agency's cost accounting system?

0 -3 -2 -1 0 +1 +2 +3

F. Changes in Outside Relationships

To what extent has there been a change in:

53. the degree to which the agency is more knowledgeable of things going on in its field?

D -3 -2 -1 0 +1 +2 +3

54. the degree of seriousness with which ideas from the outside are considered?

D -3 -2 -1 0 +1 +2 +3

55. the degree to which outside stimulation is sought (e.g., consultants, conferences, journal articles, visits to other agencies, reports from other agencies)?

D -3 -2 -1 0 +1 +2 +3

56. awareness and use of available community resources?

0 -3 -2 -1 0 +1 +2 +3

57. the amount of contact between agency and community organizations (e.g., other rehabilitation agencies, government agencies, newspapers, schools, etc.)?

D -3 -2 -1 0 +1 +2 +3

58. community awareness of the agency and its work?

0 -3 -2 -1 0 +1 +2 +3

59. community acceptance of and cooperation with the agency?

0 -3 -2 -1 0 +1 +2 +3

APPENDIX I - (Cont'd.)

-3	-2	-1	0	+1	+2	+3
Great Decrease	Moderate Decrease	Slight Decrease	No Change	Slight Increase	Moderate Increase	Great Increase

60. the degree to which the agency has taken leadership in community education with regard to rehabilitation?

0 -3 -2 -1 0 +1 +2 +3

G. Other Categories or General Comments

APPENDIX J

HUMAN INTERACTION RESEARCH INSTITUTE
KIRKEBY CENTER, SUITE 610 · 10889 WILSHIRE BOULEVARD
LOS ANGELES, CALIFORNIA 90024
TREMONT 9-1373

December 1, 1965

As you will recall, the Human Interaction Research Institute is engaged in a VRA-sponsored research study of change and those factors which facilitate or impede it. About a year ago, your agency was among ten rehabilitation agencies that graciously consented to work with us.

We would be greatly appreciative if you and members of your staff would now attempt to tell us how your agency may have changed since January, 1965 -- roughly the last year.

Enclosed is a "Rehabilitation Agency Change Record" which we would like you and members of your staff to use in recording these changes. (The extra copy is for your files.) If more space is needed to describe either the changes or factors which led to change, please do not hesitate to elaborate. Use the backs of the forms if you wish.

May we express our personal appreciation and thanks for your cooperation. If possible, will you return the survey by December 6, 1965.

Sincerely,

Edward M. Glaser, Ph.D.

EMG:lv
Enc.

APPENDIX J - (Cont'd.)

HUMAN INTERACTION RESEARCH INSTITUTE
KIRKEBY CENTER, SUITE 610 • 10889 WILSHIRE BOULEVARD
LOS ANGELES, CALIFORNIA 90024
TREMONT 9-1373

REHABILITATION AGENCY CHANGE RECORD

This CHANGE RECORD is an attempt to learn more about the nature of organizational change. For that purpose, would you please answer by checking the appropriate category (some decrease, no change, slight increase, etc.) beneath each question to indicate the degree of change which has occurred in your agency. Also, please describe the changes (if any) which have occurred, and significant factors which led to those changes.

1. To what extent do you see a change in your agency's effort to clarify goals and to be creative in finding new ways for implementing these goals?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

APPENDIX J - (Cont'd.)

2. To what extent do you see a change in your agency's willingness to evaluate itself and to generate and utilize self-criticism in its own operation?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

3. To what extent do you feel there has been a change in the motivation of the staff to improve the accomplishments of the agency, with the accompaniment of greater morale and confidence on the part of both staff and workers?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

What were the significant factors which led to the changes?

APPENDIX J - (Cont'd.)

4. To what extent do you see a change in the degree to which members of the board are involved in agency planning and interest in operations?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

5. Has there been a change in the extent to which the executive director seeks new ideas from the staff, shares his own planning with staff members, and encourages staff members to participate in policy making?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

APPENDIX J - (Cont'd.)

6. To what extent has there been an increase in professional training and experience of new staff members and an attempt to increase the knowledge and skill of those already employed through in-service training?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

7. To what extent do subordinates feel free to suggest policy and procedural changes to staff persons who supervise them?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

APPENDIX J - (Cont'd.)

8. To what extent has the agency changed in relation to its work with clients, through such things as more individual planning, more involvement of the client in his own planning, and improved quality of client supervision?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

9. To what extent has the agency changed in its efforts to improve the comprehensiveness and depth of diagnostic and evaluation work with clients?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

APPENDIX J - (Cont'd.)

10. To what extent has the agency changed its work with clients so that there is more effort directed toward training clients for independent roles in the community and more effort to find suitable outside employment?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

11. To what extent has there been a change in operational aspects of the agency toward the improvement of work flow and procedures, plant layout, organization, sales methods, and procurement techniques?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

APPENDIX J - (Cont'd.)

12. To what extent has there been a change in the agency's financial situation toward improvement of such things as the basic budget, wages paid staff and clients, physical improvements and new equipment?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

13. To what extent has there been change in the agency's interest and awareness of what is going on elsewhere in the field of rehabilitation through use of conferences and visits to other agencies?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

APPENDIX J - (Cont'd.)

14. To what extent has there been change in the agency's interest and awareness of what is going on elsewhere in the field of rehabilitation through use of communication in the form of reports and journal articles?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

15. To what extent has there been change in the agency's interest and awareness of what is going on elsewhere in the field of rehabilitation through use of consultants or outside speakers?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

APPENDIX J - (Cont'd.)

16. To what extent has there been a change in the agency's use of community resources in the development of the agency program?

some decrease	no change	slight increase	moderate increase	considerable increase	great increase

Please describe the changes, if any, which have occurred.

What were the significant factors which led to the changes?

* * * * * * * * *

What other changes in program, methods, organization, types of clients, tryout of new ideas, etc., have been introduced in your agency during the past year?

Name of Agency______________________________Date____________

Location_________________________Respondent_______________

END
DEPT. OF HEALTH
EDUCATION AND
WELFARE

U.S. OFFICE OF
EDUCATION
ERIC
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2-16-68